

Tarleton Day Nursery

78 Hesketh Lane, Tarleton, PRESTON, PR4 6AQ

Inspection date	30/10/2014
Previous inspection date	03/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- All staff know the children very well. As a result, children make strong emotional attachments to all staff and feel safe, secure and confident to learn in the environment.
- The key-person system is established very well. Children benefit from having an additional key person to support them during staff absences. Consequently, children are always well supported to make good progress in their learning.
- The staff place a strong emphasis on working in partnership with parents and other professionals. Consequently, information is shared and this promotes consistency in children's care and learning.
- Through careful monitoring, managers maintain the high quality of the educational programmes and ensure that children's needs are well met.
- Staff have a secure understanding of safeguarding issues. They know what to do if they have a concern about a child's welfare and take appropriate action to make sure they are safe.

It is not yet outstanding because

- Children do not have consistently rich opportunities during lunch-time routines to learn valuable self-help skills.
- Circle-time is not sufficiently well organised to prevent children becoming distracted from learning for a short period of time.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playrooms and outside. The inspector also observed the lunch time routine.
- The inspector had a tour of the premises and also held meetings with the manager and area manager.
The inspector looked at children's records, containing assessments and observations. The inspector also sampled a range of documentation, including safeguarding information, evidence of the suitability of staff and a selection of policies and procedures.
- The inspector completed a joint observation with the area manager and had discussions with the staff and children.
- The inspector took an account of the views of parents spoken to on the day and through looking at their written feedback.

Inspector

Rebecca Stead

Full report

Information about the setting

Tarleton Day Nursery opened in 2010 and registered on the Early Years Register. It is run by a private individual who also operates two other nursery settings. It operates from three, ground-floor rooms and a separate baby unit, upstairs. The children also have access to a large, secure outdoor play area. The nursery is in Tarleton, Preston, Lancashire. It employs 13 members of childcare staff, including the manager and area manager. Of these, the area manager holds Early Years Professional status and 12 staff hold appropriate early years qualifications at levels 2, 3, and 6. There are currently 80 children attending who are all within the early years age group. Children attend for a variety of sessions. The nursery serves the local area and is accessible to all children. It receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. It receives support from the local authority. The nursery is open each weekday from 7.30am to 6pm all year round.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- build upon the existing strategies for supporting children's self-help skills by, for example, allowing them to clear their plates after lunch and pour their own drinking water

- review the organisation of circle time activities so that children remain fully engaged and their learning is not disrupted.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All practitioners and the management have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. As a result, children are making good progress towards the early learning goals. A testament to the effectiveness of the provision is that all practitioners and management know the children who attend, very well. As a result, their needs are met. This enables practitioners to plan effectively around children's individual interests and abilities. Each child's progress is observed by practitioners and assessed in each of the seven areas of learning. This enables them to identify if there are any gaps or delays in their development, in a timely manner. Children's progress is monitored through an effective tracking system, which shows all children are making good progress. Summaries of children's learning are completed, alongside the progress check, which is carried out for children between the ages of two and three years. Practitioners share information about children's progress with parents

and outside agencies and professionals, such as, speech and language therapists, in order to enhance and further support children's learning. As a result, children are well prepared for the next stage of their learning and for the move on to school.

The educational programmes create a stimulating environment for children. Staff provide exciting experiences and activities for children to engage in. Practitioners support older children as they use scissors to cut out pictures they have chosen, which they will take home for their parents to see. They concentrate for long periods of time and use increasingly controlled small muscle skills, whilst cutting in a straight or curved line. They support children as they play a sorting and matching game. As a result, children learn new vocabulary and count beyond ten during the game. Practitioners encourage children to use bubble makers, as it is something they have identified children enjoy doing. They use large muscle movements to make big bubbles, and blowing techniques to blow small bubbles. As a result, children learn about volume and measure. Additionally, this is an effective way to support children's developing speech.

The quality of teaching is good. This is because practitioners understand the characteristics of effective learning and they interact effectively with children. Practitioners skillfully enhance children's learning by modeling language and asking open-ended questions. This teaching method extends children's language skills and develops children's memory and recall. Children enjoy looking at books and reading stories. At circle time they choose the book that practitioners read for them. They enthusiastically recall the story and enjoy their time listening to the book being read to them. However, circle time is not as well organised as other aspects of the day. This means that there are opportunities for children to become disengaged and their learning is sometimes interrupted, particularly as they finish one activity and begin another.

The contribution of the early years provision to the well-being of children

A strong focus is placed on the emotional well-being of children and this is promoted by all practitioners and management. This is a particular strength of the provision. This is because all staff, including the management have a good knowledge of all children. Children make strong emotional attachments, not only to their key person, but also the significant other key persons, who take responsibility for supporting children when their key person is away from the setting. For example, young children are welcomed by significant others, with cuddles and positive words. Consequently, they separate from their parents with ease and settle quickly, ready to learn. Practitioners display warm, nurturing characteristics and this means children feel safe and secure to go to them for assistance during routines. During rest and sleep times, staff sing to children in a quiet room, with sensory resources to help them rest, in order for them to be ready for the afternoon play session.

Children benefit from learning about the world around them, through a variety of well-planned outdoor activities and outings. They have plenty of opportunity to explore and exercise in the well-developed outdoor area. Practitioners have developed an area for children to learn about mini-beasts, using a bug hotel and hedgehog house. Young babies have their own outdoor area to use in all weathers, where practitioners support them as

they learn how to take steps and use objects, which they can pull themselves up on. Older children play a popular game to encourage them to understand the concept of time as they run away from the wolf. They develop physical skills as they climb and coordinate their movements, on a wooden climbing frame. Practitioners encourage children to manage their own risks, according to their age, needs and ability. As a result, children learn to challenge themselves, whilst being suitably supervised.

The children benefit from having home-cooked, freshly-prepared meals and snacks, made by the nursery's cook. Their dietary needs are well catered for, and all staff are aware of individual children's requirements. Meals are brought out in serving dishes, with serving spoons, in order for children to serve themselves at mealtimes. However, some opportunities for consistent self-service are missed as the staff hand out children's water and puddings to them and clear up after they have eaten. That said, children are learning how to be independent and are ready for future learning, as they are provided with the resources they need to be independent learners. For example, there is a wide range of exciting resources for children to access from clearly labeled boxes and trays during free-play opportunities. Children choose super hero small-world figures and kitchen role-play resources and are encouraged to tidy away after their use. Practitioners consistently praise children, as they achieve, play nicely and work together during routines. As a result, children behave well, form friendships and cooperate with others.

The effectiveness of the leadership and management of the early years provision

All staff and management have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is because the management have policies and procedures in place to monitor the effective working practice of the provision. The management have monthly meetings to discuss any updated procedures with staff. Additionally, new practitioners have an effective induction procedure, which ensures they have a good understanding of all of the provision's policies. As a result, new practitioners are confident in their understanding of the procedures to follow, in order to safeguard children. The management ensure that all practitioners are trained in first aid and have attended safeguarding training. Therefore, staff gain the skills they need to identify when a child may be at risk, and know what to do if they are concerned. Daily risk assessments are in place for the provision and for any outings that take place. Practitioners ensure they assess the safety of equipment by being vigilant when they see any potential dangers. They swiftly remove potential hazards, so children are protected and risks are minimised. Practitioners ensure visitors are asked to sign in on arrival and are accompanied at all times when children are present. Doors are secure and are only answered by a senior practitioner. Parents immediately sign their children into the setting and practitioners stand at the doorways to monitor this. This means children are kept safe and secure at all times.

The management ensure that all practitioners are competently assessing children's development and that it is done accurately. This is because the management have termly meetings to evaluate the children's tracking, to ensure they are making the best possible progress towards the early learning goals. This also ensures that any gaps are recognised

and acted on quickly, so there are no delays in accessing any specific support that is needed. Parents are highly regarded in this process. Practitioners share children's learning journals with parents. All information about their child's progress is shared through informal chats or more formal parents' evenings. This gives parents an opportunity to liaise with their child's key person on a frequent basis and to be involved in their child's learning. The management monitor practitioners' teaching and learning, through peer observations. This helps managers to identify strengths or any professional development that staff would benefit from undertaking.

The management are fully committed to improving their provision, through the use of their own action plans, which are implemented effectively. These action plans highlight specific targets for improvement and these are acted on in a timely manner. For example, the management place a strong focus on improving the outdoor provision in order for it to be used in the best possible way, so the children benefit from the natural outdoor environment. Managers have put in place steps to improve their practice since last inspection. They have monitored their practice so that there are consistent staffing arrangements. This ensures all children and their parents benefit from having a known key person and a significant other key person to refer to if that member of staff is away on holiday or off sick. The management have reviewed sleeping arrangements for children. As a result, children have a space, which is quiet to enable them to rest or sleep without disturbance. All parents' wishes are valued by the practitioners and management. They are kept up to date with newsletters and parents' evenings and are offered plenty of opportunity to have a say in the improvements of the provision. Parents comment on how they feel welcomed by all staff and have their needs met as a family because staff have a good knowledge of all of the children attending.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY415867
Local authority	Lancashire
Inspection number	879882
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	80
Name of provider	Jayne Louise Parkinson
Date of previous inspection	03/05/2011
Telephone number	01772611222

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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