

Inspection date	19 March 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not manage children's behaviour consistently to teach children what is expected of them. Consequently, children sometimes behave inappropriately.
- Staff do not always plan learning experience that focus well on children's individual needs or interests. This means children find some activities uninteresting because they are not suitably challenging for their next stages of development.
- Staff sometimes miss chances to teach children to become independent. As a result, children do not gain a variety of new skills so they can progress confidently on to the next stage in their learning.
- The manager has not yet developed an effective system to evaluate and improve staff practice. As a result, staff practice is not consistently good.

It has the following strengths

- Staff interact with the children in a warm and caring manner. Staff offer attention and reassurance to help children settle, promoting their emotional well-being effectively.
- Staff have a sound understanding of safeguarding matters, including how to refer concerns to external professionals, to promote the well-being of children.
- The management and staff have begun to establish systems for evaluating the provision and identify suitable areas for improvement.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop staff's knowledge to ensure they use consistent behaviour management strategies to help children understand their expectations and to learn appropriate social skills
- use information about children's interests and individual abilities effectively to plan purposeful and challenging experiences that prepare children well for their next stage of learning.

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

- use organised routines to promote children's independence and confidence well.
- evaluate the quality of teaching on a regular basis, identify areas for development and make improvements in order to develop staff practice, so that children make the best possible progress.

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)

Inspection activities

- The inspector observed activities in the designated play room and viewed the resources and equipment available to the children.
- The inspector spoke with the manager, deputy manager and members of staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff working with children, the nursery's improvement plan and a selection of policies and procedures.

Inspector

Sue Rae

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff gather information about children before they attend, complete observations, and periodically summarise children's achievements. However, they do not use all the information gathered to inform children's future learning targets. This means that children make steady rather than good progress in their learning. Overall, staff provide a broad range of activities that promote children's learning and development. Staff hold a number of qualifications, however, they have not developed their quality of teaching to provide children with consistently stimulating and challenging experiences that encourage children to think and explore. Children enjoy painting pictures; they discuss what they have drawn and the colours they have used. Staff asks questions, which encourage children to think and practise their developing language skills. They routinely extend children's vocabulary by introducing new words.

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

Children enjoy nursery. Staff establish warm relationships with children and teach them appropriate social skills to help them form friendships. Most children listen to staff and follow simple instructions, for example, to help tidy toys away. At times, staff help children to manage their feelings well. However, they do not consistently implement suitable behaviour management strategies. This means that there are occasions when children do not understand how to behave. Children sit together during mealtimes and contribute to general conversations. This arrangement extends their language and communication skills. Staff provide freshly prepared meals, which children are able to serve themselves. However, some staff do not always teach children to become independent because they complete simple tasks for them. Staff do not expect capable children to pour their own drinks. This does not prepare them well for their next stage in learning. Children enjoy playing outdoors in the fresh air, making use of the local parks and community.

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

The managers have a sound understanding of their role and responsibilities to meet the requirements of the Early Years Foundation Stage. Staff take effective steps to reduce risks to children. The managers carry out appropriate checks on staff to ensure they are suitable to work with children. The staff evaluate the work of the nursery and seek the views of parents to develop the service further. Support sessions offer staff opportunities to identify areas for professional development. Staff have good opportunities to pursue training and develop their professional skills. Staff report that these help them to improve their practice and support children's learning. The manager is beginning to use some strategies aimed at improving the consistency of teaching, such as observations of staff practice. However, these are not yet having enough impact on reducing the differences in the quality of practice across the nursery. Partnership working is in place with other providers and external agencies. Partnerships with parents are effective and carers are complimentary about the care their children receive when attending the nursery.

Setting details

Unique reference number	EY477974
Local authority	Blackburn
Inspection number	978690
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	16
Name of provider	East Lancashire Deaf Society Ltd
Date of previous inspection	Not applicable
Telephone number	01254844550

Kings Nursery was registered in 2014 and is one of three nurseries managed by a charity. The nursery employs five members of childcare staff. Of these, one member of staff is qualified to level 5, two staff hold level 3 and two have qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
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