

Inspection date	30 April 2015
Previous inspection date	28 April 2009

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

Summary of key findings for parents

This provision is good

- The staff team all hold relevant childcare qualifications and attend training that is matched to their individual training and support needs. This has a good impact on children's learning.
- The outdoor environment is extremely stimulating and very well resourced. Children enjoy exploring, are motivated and display high levels of concentration while outside.
- Children's independence is fostered very well. For example, they serve their own snacks and drinks, and choose their own activities.
- Safeguarding children is a good priority. For example, all staff have a secure understanding of child protection, safe recruitment procedures and risk assessments are effective and entry into the nursery is secure.
- Partnerships with parents and other professionals are highly effective. Children who require additional support in their learning and development are very well supported, and make excellent progress from their starting points.

It is not yet outstanding because:

- Sometimes staff do not pause between questions to give children time to respond.
- On occasion, staff do not encourage older children to try to resolve their own conflicts.
- The organisation of the resources means that children play with items that make a noise close to other children who are listening to stories.

What the setting needs to do to improve further

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

- enhance children's communication skills further by consistently giving them time to respond to questions
- review the organisation of some resources so that children engaged in quiet activities can listen without minor distractions
- build on opportunities for older children to work out how to solve their own conflicts in preparation for school.

Inspection activities

- The inspector observed the activities and experiences offered to children both inside and outdoors.
- The inspector completed joint observations with the manager.
- The inspector held a meeting with the manager and the nominated person. The inspector also looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Karen McWilliam

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan a wide range of activities that motivate children to learn. For example, they thoroughly enjoy cleaning the cars outdoors. Activities such as this promote a wealth of learning opportunities, such as mathematics. Staff complete regular observations of children and rigorously monitor the progress they make. As a result, children make good progress and acquire the skills needed for school. Staff constantly interact with the children and overall they skilfully challenge their learning. However, on occasion staff do not maximise opportunities to promote children's language skills. For example, during language activities staff do not pause in between questions in order for children to respond. Therefore, children do not fully understand what is being asked. Staff have implemented an excellent range of strategies to involve parents in their child's learning. For example, parents contribute to children's ongoing assessments and complete activities at home with their child. This complements their learning in the nursery well.

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

The nursery and outdoor spaces are safe. Children are very happy, have settled in well and have formed strong friendships with their friends and staff. Children have access to a good range of toys and equipment indoors. However, some noisier resources are set up near to where quiet activities are taking place. This is sometimes distracting. For example, children play with pebbles next to where other children are listening to stories. Staff are extremely polite and courteous and are excellent role models for the children. As a result, children behave appropriately, and any minor disputes are calmly and positively managed. However, on occasion staff miss opportunities for older children to manage their own conflicts by asking them how they feel it could be resolved. Children eat healthy snacks and wash their hands when required. In addition, they have good access to the outdoors where they exercise in the fresh air. This supports children to develop healthy habits. Staff ensure children are emotionally prepared for school by ensuring they have the skills and confidence needed.

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

The manager is committed and passionate about her role. The staff team work very well together. Staff also have shared aims about what needs to improve and what is working well. For example, their previous recommendations have been addressed. The manager constantly reflects on the service they provide and she ensures the views of parents are included. The manager keeps a close check on children's progress and the activities that are provided. Consequently, any gaps in the programmes are identified and addressed and children make good progress. The manager monitors the staff practice and they attend regular supervision meetings. This effectively identifies any training and support needs. Staff have a good understanding of the importance of liaising with teachers when the times arrives for children to move on to school. This ensures a consistent and complementary approach to their learning.

Setting details

Unique reference number	EY379185
Local authority	Wigan
Inspection number	858523
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	21
Number of children on roll	61
Name of provider	ABC Pre-School Ltd
Date of previous inspection	28 April 2009
Telephone number	01942 245 218

ABC Childcare was registered in 2008 and operates from a children's centre in Ince, Wigan. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 to 5. The nursery opens from Monday to Friday term time only. Pre-school sessions are from 9am until 3pm. The out-of-school club sessions are from 3.15pm 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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