

# Duke Street Dragonflies

Duke Street Nursery School, Duke Street, CHORLEY, Lancashire, PR7 3DU



## Inspection date

14 May 2015

## Previous inspection date

23 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Highly effective teaching strategies are in place to help children develop early language and communication skills, and to support their physical, personal, social and emotional development. As a result, all children are extremely well prepared for their next stage in learning, including school.
- The nursery provides an inspiring, welcoming and stimulating environment. The highly qualified, skilled and experienced practitioners use a variety of strategies to ensure that children are exceptionally well supported in all areas of learning and development.
- Children with additional needs are particularly well supported. The special educational needs coordination is well organised, thorough and comprehensive, supporting children and their families very well. As a result, children have their individual needs exceptionally well met and make very good progress from their starting points.
- Safeguarding procedures are outstanding. Excellent management systems are in place, based on focussed, indepth evaluation of staff practice. An astute and well-targeted training programme means that practitioners are constantly improving the already excellent experiences for children.
- The key-person system is exceptionally good. All practitioners are highly skilled and sensitive in helping children form secure emotional attachments. Children's individual needs are always met extremely well, through effective care practices. Their confidence and emotional well-being is very well supported.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on the impact on children, which means that all children make excellent progress from their starting points.
- Partnerships with other professionals are extremely effective. There is a shared approach to children's learning and development. Therefore, all children are exceptionally well supported.

## What the setting needs to do to improve further

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

- enrich partnerships with parents by providing even more opportunities for them to be involved in improving children's time at the nursery.

## Inspection activities

- The inspector observed the quality of teaching indoors and outside.
- The inspector conducted a joint observation with the head teacher.
- The inspector held meetings with the managers of the setting.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Jacqueline Midgley

## Inspection findings

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

The quality of teaching is outstanding. The highly qualified practitioners use their superior knowledge of how children learn and their expertise in teaching to provide an outstanding range of learning opportunities. For example, children with limited experience of outdoor play are grouped with more able outdoor learners. Over a number of weeks, all areas of learning are incorporated as children enjoy growing a variety of fruit and vegetables. They water and nurture the plants; investigating, measuring and describing the changes. The quality of teaching is consistently high for all practitioners. Therefore, children of all ages demonstrate the characteristics of effective learning, such as a willingness to have a go. Planning and assessment is precise, sharply focused on each child's needs and effectively shared, so all children makes rapid progress from their starting points. Children who speak English as an additional language and those with special educational needs and/or disabilities are particularly well supported. This is because the highly skilled practitioners develop very effective partnerships with parents and other professionals.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children enjoy close supportive relationships with the caring and sensitive practitioners, who praise children and build their self-esteem. As a result, children are confident and self-motivated. There is an atmosphere of mutual respect and trust, where practitioners calmly communicate their expectations. For example, children are reminded to use their kind hands, kind feet and kind words when playing with their friends. Therefore, children's behaviour is superb. Children learn how to assess risk and keep themselves safe, as they climb and play in the fabulous outdoor learning environment. Practitioners skilfully prepare children for times of change, such as their move between rooms within nursery. The very effective key-person system ensures that children are very well supported during times of change and quickly become relaxed and confident in their new environment.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The managers have an excellent understanding of the Early Years Foundation Stage requirements and are committed to delivering exceptional standards. There are highly effective arrangements for staff recruitment, and regular supervision and observations of staff practice. This leads to excellent professional development and high levels of consistency in practice. An effective system for the analysis of assessment information means that potential learning needs are recognised and quickly met. incisive self-evaluation accurately identifies how the nursery can improve even further. Leaders have correctly recognised the benefits of further improving the already excellent partnerships with parents, by involving them even more in shaping children's experiences at the nursery. Partnership with parents are first class. Parents describe the wide range of support offered and the excellent communication strategies, including the 'weekend workout' which aids communication and supports children's learning at home.

## Setting details

<b>Unique reference number</b>	EY387779
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	849809
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	56
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Duke Street Dragonflies
<b>Date of previous inspection</b>	23 June 2009
<b>Telephone number</b>	01257 262430

Duke Street Dragonflies nursery was registered in 2008. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 to 5, and six hold Early Years Professional status or Qualified Teacher Status. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 5.30pm, and include nursery sessions, and before- and after-school-care for school-aged children. The nursery provides funded early education for two-, three- and four-year-old children.

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