

Learning Steps Day Nursery

The Old School House, Parker Street, Chorley, Lancashire, PR7 1ES



Inspection date

Previous inspection date

31 July 2015

5 March 2012

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

- Children seek adults to play with them because strong emotional bonds have been built. Staff motivate individual children by the way they nurture and challenge them.
- Staff have a very strong focus on promoting children's communication and language skills in all areas of the nursery. This helps children to make good progress from their starting points.
- Staff follow children's interests to motivate them and excite their curiosity. They are skilled in asking questions to encourage children to think for themselves.
- Children are confident in making their own decisions in their play and they show very high levels of involvement when working with other children.
- Partnerships with parents are very strong. Parents understand how to support their child at home because of the effective ways that staff share information and guide them.
- Children with special educational needs and/or disabilities are well supported. Staff are committed to removing barriers to learning so that all children are included. They communicate clearly with parents and external agencies and make adjustments where appropriate.

It is not yet outstanding because:

- Staff do not always provide enough good quality mathematical experiences for pre-school children.

What the setting needs to do to improve further

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

- provide even more mathematical experiences for pre-school children.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of the staff and manager.
- The inspector observed the staff engage in a range of activities and care routines with the children.
- The inspector held discussions with the staff and manager.
- The inspector spoke with parents to gain their views.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a selection of policies and procedures.

Inspector

Lisa Bolton

Inspection findings

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

Staff know children well and they use observations to inform their planning for children's individual next steps in learning. Staff are confident in using effective assessment to help them to identify any gaps in learning and monitor children's progress. This helps staff to provide support and challenge that is successfully matched to children's individual needs. Children under two-years-old are very well supported in their physical development and they become mobile and confident quickly. Pre-school staff use highly effective ways of teaching children to develop their early reading and writing skills. This strong focus on literacy prepares them well for their next stages in development, including school. However, the focus on mathematics for pre-school children is not as highly effective as staff do not always include mathematical learning into children's play.

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

Children feel safe and secure and their positive relationships with staff encourage them to explore their environment. Children are highly independent and are motivated by the clear daily routines that are in place. This helps them to develop good attitudes for learning, such as feeling proud about achieving something by themselves. Staff have highly effective ways of teaching children about how to behave. This helps children to be highly cooperative and respect their friends and adults. Staff provide opportunities for children to learn about how to manage their care and safety. This contributes to them quickly becoming confident in routine tasks. Children learn about healthy lifestyles. Staff know how to teach them about making sensible choices of food. Staff provide varied and exciting outdoor experiences which inspire children to be active. This effectively supports children's physical well-being.

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

The manager is experienced and well qualified. She has a good understanding of her responsibility to deliver the Early Years Foundation Stage. She has a strong drive to improve and prioritises staff's development and regular training. This supports children's learning well. The manager undertakes regular reviews of assessment information gathered by staff and room leaders. She analyses children's progress to inform her development planning to improve outcomes for children. The manager encourages the views of parents and she carries out regular staff supervision. Self-evaluation is effective and reflects the views of parents, children and staff. The safety and safeguarding of children is given high priority and staff understand how to protect children from harm. The manager prioritises safety and safeguarding when inducting new staff.

Setting details

Unique reference number	EY272610
Local authority	Lancashire
Inspection number	856132
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	103
Name of provider	Learning Steps Ltd
Date of previous inspection	5 March 2012
Telephone number	01257 234455

Learning Steps Day Nursery was registered in 2003. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including the manager who holds Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-olds and supports children with special educational needs and/or disabilities.

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