

Innisfree Child Care Limited

1 & 2 Park House, Langroyd Road, Colne, Lancashire, BB8 9EN



Inspection date

Previous inspection date

18 August 2015

9 January 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 behave well, enjoy learning and feel safe and secure. They have good relationships with each other and with the staff. As a result, children are confident as their emotional well-being is effectively supported.
- Staff have a good knowledge of safeguarding procedures. Staff recruitment procedures are in place and ensure that all staff are suitable to work with children. All staff are appropriately trained to keep children safe.
- Staff have developed good relationships with parents which helps to ensure children are settled and their needs are constantly met.
- Children's communication and language skills are well promoted, including those who speak English as an additional language. Staff model good conversation skills and pose probing questions that encourage children to think before answering.
- Staff make good use of the outdoor areas to provide a range of activities that promote children's overall learning and development well.
- Staff meet the needs of children with special educational needs and/or disabilities very well. Staff, parents and other professionals work together to support children consistently.

It is not yet outstanding because:

- Staff do not always maximise opportunities to share information about children's next steps in learning with parents to further support their child's learning at home.
- Leaders and managers have not developed the evaluations of children's progress further to ensure groups of children are monitored more effectively.

What the setting needs to do to improve further

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

- provide parents with details about children's next steps in learning and more ideas about how they can further support their child's learning at home, in order to maximise children's progress
- strengthen the already good practice of assessment to further identify and monitor specific groups of children that may need additional support.

Inspection activities

- The inspector observed activities in the indoor and outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the owner of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at samples of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Michelle Britch

Inspection findings

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

Staff fully understand the requirements of the Early Years Foundation Stage. The system for observing, assessing and planning for children's individual learning is well organised and focuses on the interests and developmental stage of each child. Staff ensure children have access to the well-resourced indoor and outdoor environment throughout the session, which helps them to make choices in their play and develop confidently as active learners. Children enjoy taking part in memory games with staff who challenge them to develop different mathematical and problem-solving skills. Children engage well in imaginative play, imitating what they have observed through their own experiences. For example, they pretend to feed a doll and wrap it up ready for a sleep. They also enjoy activities that help them to learn about how different people live and the different cultures and customs from around the world. Children learn to apply their understanding of differences well. For example, a member of staff engages children in discussions and provides them with meaningful props to use in their role-play activities, which consolidates and extends their understanding and brings learning to life.

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

Staff maintain good relationships with children because they are aware and respond to their individual needs. Consequently, children arrive happily and they confidently settle in their play. Staff talk to parents about children's developmental progress and carry out the progress check on children between the ages of two and three years. Staff use this information well to plan activities to support children's next steps in learning. However, information about children's next steps is not consistently shared with parents so that they can further support children's learning at home. This means that children's learning is not maximised. Staff praise children and build on their self-esteem. Children follow good hygiene routines and older children manage their own hygiene and personal needs well. Children are developing the skills required for learning in school. For example, they follow simple rules, listen, communicate well and cooperate with their friends as they play.

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

Management and staff understand their responsibilities in meeting the welfare requirements of the Early Years Foundation Stage. All staff hold early years qualifications, and the expertise of a qualified teacher has a positive impact on outcomes for children. Although children's individual progress is monitored well, this information is not collated robustly to check how well vulnerable groups of children are doing to ensure prompt and more effective steps are taken to make changes when needed. The owner uses ongoing self-evaluation to review her setting appropriately. She has met her previous recommendation by introducing parent workshops and demonstrates, through discussion, her eagerness to improve further. Partnerships with other professionals are firmly in place to ensure that children with special educational needs and/or disabilities receive specialist support to meet their individual needs.

Setting details

Unique reference number	309345
Local authority	Lancashire
Inspection number	864917
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	74
Number of children on roll	73
Name of provider	Innisfree Child Care Limited
Date of previous inspection	9 January 2012
Telephone number	01282 861355

Innisfree Child Care Limited was registered in 1987. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above, including one with Qualified Teacher Status. The nursery is open every weekday from 8am to 5.45pm throughout the year, except for bank holidays and at Christmas. The nursery is in receipt of free funding for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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