

Ashcroft House Day Nursery



Ashcroft Day Nursery, Rear of 214, Whitegate Drive, BLACKPOOL, FY3 9JL

Inspection date	19 August 2015
Previous inspection date	16 November 2011

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 quality of teaching across the nursery is good. Staff provide children with activities that offer interest and challenge, both inside and outdoors. This means that all children are motivated, eager to explore and develop a thirst for learning.
- Staff use detailed assessment documents to accurately identify any gaps in children's learning and ensure that any need for early support is provided. This contributes towards all children making good progress in their learning.
- Children's communication and language development is supported well by staff. They use effective methods to engage children in purposeful conversations.
- The key-person system effectively supports children's physical and emotional well-being.
- Children are kept safe from harm because staff understand how to identify possible safeguarding concerns and protect children's health and safety.
- The management team use a range of strategies to seek the views of all staff, parents and children to inform development plans and drive improvement.
- Staff develop strong links with other professionals to provide children with consistency in their care and learning.

It is not yet outstanding because:

- Occasionally, staff do not consider how some activities they plan for will fully engage the mixed groups of children.
- The management team have not developed highly effective methods for regular coaching and support for staff, and to provide opportunities for them to learn from each other to raise the quality of teaching.

What the setting needs to do to improve further

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

- review the organisation of activities so that all children are fully engaged through consistently high levels of support and interaction, in order to make the best possible progress in their learning
- build on the strategies used to provide ongoing coaching and support to staff and provide regular opportunities for them to learn from each other, so that the quality of teaching is continuously driven to an even higher standard.

Inspection activities

- The inspector observed activities and the quality of teaching in the indoor and outdoor areas and the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, including children's records, assessment documents and the nursery's policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection and as recorded in the nursery's own questionnaire documents.
- The inspector spoke to staff and children at appropriate times during the day and held meetings with the manager and area manager.

Inspector

Cath Palser

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 have a clear understanding of the different ways that they learn. All children thoroughly enjoy engaging in a range of interesting activities throughout the day. Staff offer activities to improve children's fine motor skills so that they develop early writing skills, which helps them to prepare for school. Staff use a range of strategies to encourage children to think, explore and solve problems. Consequently, children show interest and curiosity in how things work and develop confidence in their critical-thinking skills. However, on occasion staff do not organise adult-led activities so that the different age ranges of children are provided with the same high levels of support and interaction. Therefore, some younger children are not as fully engaged in their learning as others. Staff establish close and respectful relationships with parents. They have introduced a range of strategies to effectively share information and provide ideas to support children's learning at home.

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

Staff follow effective care practices to meet children's individual needs and foster close and respectful relationships with children. This helps children to settle easily and develop a sense of belonging. Staff plan the environment to enable children to freely access resources of their choice. They are given plenty of time to carry out their play and show they clearly understand ground rules and expectations of behaviour. Children have friendly and caring relationships with each other and play cooperatively. Staff welcome children's ideas and opinions, which contributes towards their confidence and self-esteem. They promote children's physical development by providing plenty of opportunities to play with energy and vigour, such as outside in the fresh air. Children learn good hygiene practices through daily routines and enjoy healthy and nutritious food.

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

Thorough self-evaluation is used to inform improvement plans. Tracking documents have highlighted a gap in the mathematical progress of some children. This prompted the management team to target educational programmes to focus more precisely on teaching and learning in this area. As a result, gaps are closing and all children are making good progress from their starting points. Overall, teaching is good because all staff hold, or are working towards, a relevant childcare qualification. This, together with regular supervision meetings and an ongoing targeted programme of professional development, have a positive impact on the quality of teaching and learning. For example, following a range of training events, staff use a range of methods to promote children's communication and language skills. However, the methods to improve the quality of teaching throughout the nursery are not highly focused and targeted. For example, the management team do not use ongoing, highly effective strategies for coaching and supporting staff in practice. They do not provide regular opportunities for staff to learn from each other to improve the quality of teaching and learning.

Setting details

Unique reference number	EY420173
Local authority	Blackpool
Inspection number	852068
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	28
Name of provider	Quality Childcare Limited
Date of previous inspection	16 November 2011
Telephone number	01253 695658

Ashcroft House Day Nursery was registered in 1976. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens all year round from Monday to Friday. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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