

Anderton Day Nursery

St Josephs Old School, Bolton Road, Anderton, PR6 9LX



Inspection date

20 August 2015

Previous inspection date

4 October 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

- Staff give children encouragement and appropriate resources to follow their own ideas in play. Consequently, children are confident decision makers who show high levels of involvement in their play.
- Staff have a good understanding of how to develop children's skills from an early age. Children make good progress, particularly in their communication and language development.
- Positive strategies are in place for all children, including those who speak English as an additional language and those with special educational needs and/or disabilities. As a result, children feel successful about their own achievements.
- Children are confident and settled during times of change. This is because staff work closely with parents, managers and other staff to make adjustments to meet children's individual needs.
- Children behave well because staff have consistent and clear expectations. They teach children to respect one another and encourage good manners.
- Leaders and managers have a good understanding of the requirements of the Early Years Foundation Stage and they are committed to driving improvement. The views of staff, parents and children are gathered to inform effective self-evaluation and identify clear priorities for improvement.

It is not yet outstanding because:

- Staff do not always use effective questions to encourage children to think for themselves.
- Procedures for the supervision of staff are not yet used in highly effective ways to coach staff and to help them improve their teaching skills and personal effectiveness further.

What the setting needs to do to improve further

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

- focus the monitoring of teaching more sharply on how effectively staff develop children's thinking skills
- strengthen staff supervision to focus even more precisely on improving staff effectiveness and targeting continued professional development, in order to drive the quality of teaching to outstanding.

Inspection activities

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

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 value children's interests and know what motivates them. As a result, children are fascinated in their learning because it engages them. Children are well prepared for their next stages in learning because staff observe and assess their progress and they understand how children develop. Staff share information about children's learning with parents and they are encouraged to contribute information about learning at home. Children are particularly well prepared for school because staff teach them to develop appropriate skills and attitudes from a very early age. By the time children reach pre-school, they are highly independent learners. Children learn to read, write and use mathematics as they play, which helps them to see the purpose of these skills. Staff use their expertise to bring aspects of learning into children's play. Some staff are highly skilled in using questions to prompt children to think for themselves. However, this is not yet consistent across the nursery and too many staff use questions that do not challenge children to think.

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

Staff develop strong bonds with children, who are happy, confident and emotionally secure. Children are highly independent in self-care because staff encourage them to do things by themselves. Clear routines motivate children to be independent. They know what is expected of them and they become more confident about their own skills. Children are given the freedom to explore and make their own decisions. Staff teach them about rules and boundaries so that they learn to keep themselves safe. The indoor and outdoor environments are highly stimulating because staff understand the importance of providing experiences to support children's choices. Children are highly active explorers outdoors, which shows that their physical well-being is strong. They love to use their own initiative, and the tools provided by staff, to collaborate with their peers. Children learn about healthy lifestyles and they are provided with nutritious, balanced meals.

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

Staff at all levels have a strong understanding of their duty to safeguard children. Robust safety practices and clear safeguarding procedures help to keep children safe. Staff make good use of the skills gained through their training and qualifications to promote children's welfare and good progress. Managers ensure that training in safeguarding and first aid is prioritised. Leaders and managers regularly check the rigour of staff planning so that children's individual needs are targeted effectively. They monitor children's progress closely and they promptly identify any gaps in their learning. Leaders and managers focus precisely on narrowing any gaps by successfully engaging staff, parents and external agencies. They build good relationships with other settings and they share strong links with schools to support children as they move on. Leaders and managers undertake regular supervisions with staff. However, these opportunities are not yet sharply focused on improving staff effectiveness and the quality of teaching.

Setting details

Unique reference number	309213
Local authority	Lancashire
Inspection number	864910
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	129
Name of provider	Anderton Day Nursery Partnership
Date of previous inspection	4 October 2011
Telephone number	01257 474211

Anderton Day Nursery was registered in 1992. The nursery employs 23 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status and one with Qualified Teacher Status. The nursery opens 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-old children.

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