

Ollie's Nursery, Breakfast & After School Club



Goosnargh Oliversons C of E School, Goosnargh Lane, Goosnargh, Preston, PR3 2BN

Inspection date	11 November 2015
Previous inspection date	11 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The setting has established highly successful, working partnerships with parents. Management have introduced a range of effective strategies to invite parents to contribute towards children's progress, including sharing ideas to continue all aspects of children's learning and development at home.
- Staff use their knowledge of the individual needs and interests of each child to provide a rich and varied environment. Children enjoy accessing a range of resources and take part in fun activities, which promote their enthusiasm and thirst for learning.
- Children's physical and emotional well-being are met well by the staff. Children are confident, self-assured and make friends easily.
- Staff are well qualified. Training has helped them to have a good understanding of the different ways younger children learn and develop.

It is not yet outstanding because:

- On occasion, staff do not plan highly effective adult-led activities and routines, to ensure that they are aimed at the appropriate level of understanding of children. This means that sometimes children become distracted, disengaged and lose interest.
- The programme of professional development, staff monitoring and supervision is not always highly targeted to ensure that any weaknesses in the quality of teaching are tackled promptly.

What the setting needs to do to improve further

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

- plan adult-led activities and routines more effectively so that they are aimed at the appropriate level of understanding and development of children and ensure that each child is highly supported, involved and engaged in their learning
- build on the programme of continuous professional development and evaluation of staff performance so that the quality of teaching is constantly improving.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the provision, and looked at a range of other documentation, including policies and procedures and the setting's self-evaluation.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times during the inspection and held meetings with the manager and provider.

Inspector

Cath Palsler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff hold a current paediatric first-aid certificate and have a robust understanding of their responsibilities in safeguarding children. The manager is keen to develop more targeted systems for staff supervision and appraisals to monitor any gaps in staff teaching more promptly. She analyses the progress of the different groups of children and identifies where there are gaps in their learning. She uses this information to source relevant staff training and this is helping to enhance the quality of teaching. For example, following phonics training, staff use a variety of props and teaching strategies to promote children's early literacy skills. There are strong links with other professionals, the local school and other settings that children attend. This helps provide consistency in children's care and learning. The management regularly seek the views of children, parents and staff to drive improvement. Parents say their children are happy, enjoy their time at the setting and they settle in quickly.

Quality of teaching, learning and assessment is good

Comprehensive assessments are used to accurately track children's progress. Staff work closely with parents to promote all areas of children's learning. They use effective teaching strategies to develop children's communication skills. For example, they use copying, repeating, modelling new language and a range of listening games. This contributes to the good progress children are making. Staff tune in carefully to children's interests and support their growing curiosity and exploration skills. They are enthusiastic in encouraging children to explore, investigate and become inspired and motivated to learn. For example, younger children work out how to pour water using a range of containers. Older children experiment with different objects and predict whether they will float or sink. However, during some adult-led activities, staff overestimate the level of children's understanding and, therefore, some children lose interest. Children are supported well to develop the skills and attitudes that promote future learning.

Personal development, behaviour and welfare are good

The key-person system is effective in helping children to develop a close and respectful relationship with staff. Staff show a genuine interest in children. They respond sensitively to their needs and listen attentively to their views and opinions. This helps children to feel valued and develop a sense of belonging. Children enjoy exploring the environment and access resources of their choice. They learn how to keep themselves safe and healthy and take part in a range of physical activities. Children express themselves emotionally, for example, through drama, music and dance and show a growing understanding of their feelings. Staff are good role models and give clear guidance of expectations, using a range of positive strategies. This contributes to children's growing understanding of behaviour. They show kindness and consideration to others and play cooperatively together.

Outcomes for children are good

Children make good progress from their starting points. All children are developing the skills and attitudes so that they are well prepared for their next stage in learning.

Setting details

Unique reference number	309872
Local authority	Lancashire
Inspection number	867903
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	58
Number of children on roll	31
Name of provider	Ollie's Nursery, Breakfast & After School Club Committee
Date of previous inspection	11 January 2012
Telephone number	01772 866 415

Ollie's Nursery, Breakfast and After School Club was registered in 2000 and is managed by a board of trustees. It employs ten members of childcare staff. Of these, nine hold appropriate early years qualifications to at least level 3, including one with Early Years Teacher Status and two hold a qualification at level 5. The setting opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm, including wrap-around care for children who attend Goosnargh Oliversons C of E School. The nursery provides funded early education for two-, three- and four-year-old children.

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