

Stanley Kittens Nursery

Stanley Primary School, Wordsworth Avenue, Blackpool, FY3 9UT



Inspection date

9 December 2015

Previous inspection date

28 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 staff assess children carefully and can show that good teaching and learning is preparing all children well for school. The manager makes sure that groups of children at risk of not achieving well get the extra support they need. She can show that the way they spend additional funding improves outcomes for those children who receive it.
- The manager monitors children's assessments to make sure that all children are making good progress. She checks what difference her new initiatives make, for example to children's communication and confidence and regularly checks that any gaps in achievement between different groups are narrowing.
- Parents appreciate the regular and detailed communication about their children's care, learning and progress. This helps them build on what their children learn in the nursery.
- The manager supervises staff well and holds them to account for the progress of the children in their key person groups. Staff adapt activities effectively to meet children's needs and interests. They create a loving, calm environment for children's learning.
- Staff show children how to be kind and polite, and use praise well to reward effort and achievement. This builds children's confidence in themselves as individuals and as learners.

It is not yet outstanding because:

- Staff are less confident and knowledgeable about how to help children understand about the diversity of the wider community, and about how best to help children value one another's home cultures.

What the setting needs to do to improve further

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

- improve the extent to which staff help children understand about the diversity of the wider community by improving how they help children learn about, understand and value one another's home cultures.

Inspection activities

- The inspector viewed all areas of the premises used by children, including the outdoor areas.
- The inspector observed the quality of teaching and the impact this has on children's learning
- The inspector completed three joint observations with the manager, who also accepted the inspector's invitation to observe alongside her throughout the inspection.
- The inspector held a formal meeting with the nursery manager at the beginning of the inspection and frequent informal discussions throughout the day.
- The inspector looked at an extensive sample of documentation including risk assessments, registers, accident records, fire safety records and staff supervision records. She reviewed children's assessments and the planning for their next steps. The inspector also reviewed a sample of policies and procedures including those supporting safeguarding.
- The inspector spoke to a sample of parents during the inspection and took account of their views as expressed in the parents' questionnaires. The inspector tracked a sample of children to evaluate their progress and observed the quality of their learning.

Inspector

Linda McLarty

Inspection findings

Effectiveness of the leadership and management is good

The manager has inspired her team to commit to her ambitious programme of improvement. Their many new initiatives to develop children's speaking and listening skills, well-being and confidence are bearing fruit. Staff use video recordings to observe and improve one another's teaching. The termly supervision meetings are used well to check the progress of individual children, the impact of new initiatives and to identify staff training needs. The staff are keen to enhance their qualifications and attend training regularly to improve specific aspects of their practice. The manager and staff work together well to meet the legal requirements and to check that the educational programme meets children's needs. Staff share information effectively with parents and external professionals to make sure children swiftly get the support they need. The manager has improved links with local schools to ease children's transition to full time-education. Safeguarding is effective, and staff have a good understanding how to identify indicators of a wide range of harm, and a sound knowledge of internet safety.

Quality of teaching, learning and assessment is good

The good teaching is firmly rooted in a detailed knowledge of what children understand and can do. Staff make sure all children are challenged to make good progress. Children are confident to count and to match numerals with the correct number of items. Staff help children to speak clearly and confidently. Children, including those with English as an additional language, sing a very large range of action songs accurately and enthusiastically. Children independently and competently paint the props for their Christmas play. They relish anticipating the ending to stories. They enjoy a good selection of books, including some dual-language books. Their physical skills are developing well in the daily outdoor play, with a good selection of mobile and balancing toys offering varying degrees of challenge. They use the computer independently in programmes which help them to match shapes, count and to identify colours.

Personal development, behaviour and welfare are good

Staff are extremely warm and caring with children who respond well to their reminders about good manners and kind behaviour. Children dress themselves independently for outdoor play. They show how safe they feel with staff by confidently asking for help when necessary. The staff work hard to promote children's healthy choices by providing a fresh fruit snack daily. They are reconsidering the decision to buy hot lunches from the school menu, because it contains some processed foods. Staff encourage children to choose fresh fruit instead of a sweet pudding. Children learn about healthy eating and how exercise is important for a healthy lifestyle. They have daily opportunities to develop their physical skills outside. Children copy the staff's enthusiasm for learning through play, and are keen to learn, explore and try new activities.

Outcomes for children are good

The staff track children's progress well, and can show that all children make good progress and are reaching typical levels of development given their starting points.

Setting details

Unique reference number	EY350097
Local authority	Blackpool
Inspection number	1023118
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 5
Total number of places	29
Number of children on roll	31
Name of provider	Stanley Kittens Nursery Committee
Date of previous inspection	28 November 2014
Telephone number	01253 761 022

Stanley Kittens Nursery was registered in 2007 on the Early Years Register. The nursery is managed by a committee. Day-to-day management is the responsibility of a manager who has Early Years Teacher status. The setting operates from a classroom within Stanley Primary School in Blackpool. The nursery opens Monday to Friday, from 8.45am to 3.30pm, term time only. The nursery receives funding for the provision of free early education for three- and four-year-old children. It also receives additional funding through the Early Years Pupil Premium. The nursery employs four members of staff, three of whom full-time with children, and an administrator who also works with children for part of the week. All staff have appropriate early years qualifications.

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