

Gelston Manor Day Nursery

Gelston, Dawson Lane, Chorley, PR6 7DT



Inspection date

18 January 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 management team is well qualified and ambitious. Managers have a strong vision for excellence which is shared with staff. This has a positive impact on the nursery's strong capacity to further improve.
- Managers are proactive in seeking the views of parents and staff to inform their thorough self-evaluation and clear development planning.
- The key-person system is effective and staff build warm relationships with children. Babies are very settled and they particularly benefit from strong emotional attachments with staff.
- Children behave well for their ages and are encouraged to have positive, inclusive attitudes. They nurture each other and cooperate well.
- Staff have high expectations of children based on their knowledge of what they know and can do. They are skilled in encouraging children to try new things and rise to new challenges. Children make good progress.
- Children are highly active explorers outdoors and they enjoy the natural play environment in all weathers. Staff support their curiosity and allow them to trudge through mud and splash in puddles with their waterproofs on.

It is not yet outstanding because:

- The managers have not yet fully embedded the new assessment and monitoring systems across the nursery.
- Monitoring of staff performance is not yet fully rigorous enough to identify small inconsistencies in staff practice.

What the setting needs to do to improve further

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

- strengthen the systems for monitoring staff practice and more accurately focus professional development
- fully embed the new, robust systems, and assess and monitor children's progress even more precisely.

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 a manager.
- The inspector held a meeting with the nursery managers and deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Robust recruitment, induction and staff supervision procedures are in place. Staff are well trained in how to protect children from harm and they understand what to do if they have concerns about a child. Managers ensure that policies and procedures are highly organised, including risk assessment, which aids the smooth operation of the nursery. Overall, staff observe and assess children and know how to identify if they have gaps in learning. Good working relationships with other agencies, such as healthcare professionals, ensure that children receive the help that they need. Parents are encouraged to be involved and are kept well informed about children's learning. Good partnerships are in place with other settings that children attend. Managers and staff have built good links with local schools. Children are well supported to make a smooth transition to school when the time comes.

Quality of teaching, learning and assessment is good

Staff observe and assess children to inform their planning. Parents' comments and suggestions are welcomed in various ways to support children's learning. Children show high levels of engagement. They are given choices about what they want to do and staff follow their interests. Staff know when to support children and when to give them the time and space to persevere by themselves. They interact well with children, giving them good eye contact and working at their level. Staff communicate with children in a variety of ways. This is particularly helpful for disabled children and those with special educational needs. Staff model mathematical language and demonstrate how counting is used for a purpose. Children are well prepared for their next stage in development, including school. Staff know what is expected when the time comes to move on, and they get children ready for the change in advance.

Personal development, behaviour and welfare are good

The learning environments are welcoming and appropriately matched to the stages of children's development. The resources and experiences are highly stimulating. For example, pre-school children benefit from a good range of exploratory resources to help them develop their thinking skills and imaginations. Staff allow children to be messy in their play, which contributes to their deep involvement. Good tidying routines are in place at the end of play sessions to help children to gain a sense of responsibility. Staff praise children and they are confident and independent in routine tasks, such as washing their hands. Toileting and nappy changing procedures are well managed. Mealtimes are learning experiences where children practise their physical and social skills. They develop a good sense of physical well-being through daily routines. They have free access to drinking water as they play, experience daily exercise and learn about healthy foods.

Outcomes for children are good

All children make good progress. Disabled children and those with special educational needs make particularly good progress in becoming independent and confident.

Setting details

Unique reference number	EY478797
Local authority	Lancashire
Inspection number	1035828
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	52
Number of children on roll	82
Name of provider	Buckshaw Bunnies Childcare Ltd
Date of previous inspection	Not applicable
Telephone number	01772923957

Gelston Manor Day Nursery was registered in 2014. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round, apart from bank holidays and Christmas holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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