

Asmall Nursery

Asmall Primary School, Tennyson Drive, Ormskirk, Lancashire, L39 3PJ



Inspection date

20 January 2016

Previous inspection date

23 November 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The management team is highly reflective and displays a strong commitment to providing the highest standards of care and learning. The provider, managers and committee members work closely together to evaluate the provision and identify targeted improvements in the nursery and the after school club.
- Staff are well qualified and use their extensive knowledge to plan a superb range of stimulating activities and experiences. This helps to support children's developing interests and promotes learning across the seven areas.
- Monitoring is highly effective. Staff are supported to develop and enhance their existing knowledge and teaching skills. The managers provide plenty of opportunities for staff to observe outstanding practice, share ideas and attend training.
- Partnerships with parents and the host school are excellent. Information about children's progress and development is shared regularly with parents and teachers. This helps to provide continuity in children's learning and prepare them emotionally for their move to school.
- Staff are highly skilled at supporting children's early language and communication skills. They use an excellent range of strategies to develop children's speaking and listening skills and extend their vocabulary.
- Children have formed close attachments with their key person. Staff are extremely sensitive to children's individual needs, and support their social and emotional needs exceptionally well. This supports children to be happy and inquisitive learners.

What the setting needs to do to improve further

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

- enhance the excellent methods for promoting staff's ongoing professional development, including less-experienced staff, in order to further build on the outstanding practice.

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 held a meeting with the provider and managers. 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

Nadine McCarthy

Inspection findings

Effectiveness of the leadership and management is outstanding

The provider and managers have an accurate view of the nursery's strengths and weaknesses. They consistently look for ways to improve practice and develop the expertise of staff. Monitoring of staff performance is well embedded and sharply focused on the quality of teaching. The provider and manager recognise the need to continue enhancing the existing knowledge and skills of staff, including those who are less experienced. Staff benefit from high-quality supervisions and are extremely well supported with all aspects of their role, including assessments. The arrangements for safeguarding are effective. Staff have a clear understanding of the nursery's policies and procedures and how to act on any concerns about children. The provider ensures that all staff attend regular training to enhance their knowledge of child protection procedures. The manager meticulously monitors the educational programmes and planning, to ensure children's learning is sufficiently challenged.

Quality of teaching, learning and assessment is outstanding

Staff use their in-depth knowledge of how young children learn and develop, to plan and tailor learning experiences to children's individual needs. They display high expectations for all children, and effectively challenge and extend their learning. Children are encouraged to solve problems, investigate and test their predictions. They take part in a wealth of stimulating activities and display high levels of enjoyment and engagement. Highly effective systems help to quickly identify and support children who are making less progress in their learning. Staff use the expertise of other professionals to develop their own knowledge and implement targeted learning plans. Staff support children's language and communication skills extremely well, particularly those who start with skills much lower than typical for their age. Staff use knowledge gained from recent training to enhance and provide an environment that is rich in language and fosters communication.

Personal development, behaviour and welfare are outstanding

The key-person system is highly effective and helps to support children's confidence and self-esteem. Children happily explore the learning environment and actively make choices about their play. Staff review the environment and add enhancements to support and extend children's learning and interests. Children have excellent opportunities to learn outdoors and develop their physical skills. Staff encourage children to play cooperatively and take part in activities as part of a team, such as den building. They provide consistent reminders to children about behaviour and encourage them to think about their own personal safety. Parents are fully involved in children's learning from the beginning. Staff collect detailed information about children's abilities and involve parents in ongoing assessments.

Outcomes for children are outstanding

Children make excellent progress in their learning based on their starting points, including those who speak English as an additional language. They are extremely well prepared for their next stage in learning and the move to school.

Setting details

Unique reference number	309219
Local authority	Lancashire
Inspection number	864911
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	1 - 11
Total number of places	26
Number of children on roll	94
Name of provider	Asmall Kindergarten
Date of previous inspection	23 November 2009
Telephone number	01695 576 654

Asmall Nursery was registered in 1992. The nursery employs 13 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6 and five hold appropriate early years qualifications at level 3 and above. One member of staff holds Early Years Teacher Status and the manager holds Qualified Teacher Status. The nursery opens from Monday to Friday, term time only. Sessions are from 8am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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