

Locking Stumps Community Day Nursery

Glover Road, Birchwood, Warrington, Cheshire, WA3 7PH



Inspection date

1 March 2016

Previous inspection date

21 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 manager and staff share a strong vision. Since the last inspection, the pace of improvement has been rapid. The manager has gathered the views of parents, staff and other professionals to support the nursery's effective self-evaluation.
- Managers and staff value the support of parents. They strive to increase parents' involvement in children's learning and parents are highly complimentary of the nursery.
- Children show high levels of engagement in their play. The environment encourages children to make a variety of choices and develop their independence. Staff give children the freedom to explore and the tools to support their imaginations.
- Staff know how to prepare children with the skills and attitudes that they will need for school, when the time comes. Children have lots of opportunities to make marks in a variety of ways which they love to do. Staff value and encourage children's attempts at writing and drawing during their play.
- The key-person system is effective and staff know children very well. Children share strong emotional bonds with staff and are confident to communicate with them.
- Managers and staff put in place arrangements to ensure that children settle quickly. When children are ready to move on, staff prepare them well.

It is not yet outstanding because:

- The monitoring of staff practice is not yet fully rigorous and small inconsistencies in staff practice are not always identified.
- The new assessment and monitoring systems are in their infancy and are not yet used with consistency to precisely check children's progress over time.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice and more-accurately support and coach staff
- fully embed the new robust systems that 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 the nursery manager.
- The inspector held a meeting with the nursery manager and a consultant supporting the nursery.
- The inspector 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.
- The inspector spoke with children during the inspection.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know what to do if they have concerns about a child. The manager undertakes thorough induction procedures with staff and students. Regular staff supervision is in place and the manager, generally, gives staff constructive feedback about their practice. The manager uses the analysis of group assessment information effectively to prioritise staff training. Staff are encouraged to continue their professional development. The manager knows how to use the Early Years Pupil Premium funding to help to close gaps in children's learning. Staff work with external agencies to share ways to better support disabled children and those with special educational needs. Furthermore, the manager is currently building wider links with other professionals and settings.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Children are appropriately challenged and show good levels of concentration. Staff use a range of questions to encourage children to think. They ensure that children have plenty of opportunities to become familiar with mathematical concepts and language through their play. Children are curious in their play and they explore indoors and outside with confidence. Overall, the new assessment system has started to support staff's accurate planning, taking account of children's interests and their next steps in learning. Staff observe and assess children and they know what progress children are making. They can identify children's attainment levels and they know what to do if children have any gaps in their learning.

Personal development, behaviour and welfare are good

Managers deploy staff appropriately and ensure children's well-being and good progress. Staff are good role models and children are well cared for. They speak with children calmly and have clear expectations. Staff use effective strategies to help children manage their feelings and behaviour. Clear routines with a range of child-initiated and adult-directed experiences help to promote children's good behaviour. Children are encouraged to persevere with physical challenges, such as putting their outdoor boots on. Mealtime routines are positive and they contribute to children's motivation to be independent. Staff promote children's physical skills and well-being effectively. Children wash their hands by themselves and they know why and when to do this. Staff are considerate and nurturing during personal care procedures.

Outcomes for children are good

Children develop their independence skills particularly quickly and they grow in their understanding of healthy lifestyles. Children who speak English as an additional language are well supported to make good progress in their communication and language, in close partnership with parents. Staff help disabled children and those with special educational needs to make good progress and they close any gaps in their learning.

Setting details

Unique reference number	315308
Local authority	Warrington
Inspection number	1028282
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	23
Name of provider	Locking Stumps Nursery
Date of previous inspection	21 September 2015
Telephone number	01925815177

Locking Stumps Community Day Nursery was registered in 1998. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday term time only. Sessions are from 8.45am until 3.30pm. The nursery provides funded early education for three- and four-year-old children. It also accesses the Early Years Pupil Premium funding. The nursery supports disabled children and those with special educational needs and children who speak English as an additional language.

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