

Inspection date

Previous inspection date

28 April 2016

2 December 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The management team has not ensured that the progress check is completed for all children between the ages of two and three years.
- The management team does not yet use assessment information as well as possible to check the progress made by different groups of children.
- Opportunities for children to explore, understand and learn about technology are not fully promoted.

It has the following strengths

- The well-qualified staff team uses their expertise and good knowledge of each child to provide a wealth of rich and varied learning opportunities. They plan experiences that are interesting and challenging, so that all children have fun and are motivated to learn.
- The nursery is extremely welcoming and inclusive. Staff are very approachable and friendly. Children are happy, confident and have formed close relationships with the staff. They feel safe and are emotionally secure.
- Staff establish good working relationships with parents. Parents are encouraged to share their observations and staff give ideas to extend children's potential learning in the home environment. Parents speak very highly of the nursery and the support they receive.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- ensure that the progress check for children aged between two and three years is completed consistently and parents are given a short written summary of their child's progress. 16/05/2016

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

- enhance the use of information from assessments to check the progress made by different groups of children
- provide more opportunities for children to explore, understand and learn about technology.

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 manager and deputy manager. She looked at relevant documentation, such as the 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

Karen Cox

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team and staff are passionate about ensuring children's care and well-being. The arrangements for safeguarding are effective. Policies and procedures promote health and safety and can be seen in practice. Staff have a good knowledge of safeguarding procedures and understand how to report concerns about the welfare of children in their care. Staff are well supported in their professional development, with regular opportunities to develop their existing knowledge in order to further enhance their practice. Overall, effective monitoring ensures that the planning and assessment process is consistent and that children's skills and abilities are accurately identified. However, systems to check the progress made by different groups of children are still in their infancy. Furthermore, management have not ensured that the progress check for children between the ages of two and three years is completed and shared with parents.

Quality of teaching, learning and assessment requires improvement

Staff demonstrate a good knowledge of children's starting points and attainment. Observations and assessments are accurate and are used to help children progress and meet the next steps in their learning. However, because staff have not completed written summaries of the progress check, closing any gaps that may have been identified in learning and development cannot be precisely met. Nevertheless, children are active and inquisitive learners. Staff support young children's developing language skills effectively through targeted sessions that help to develop their confidence in speaking. Older children explore letters and sounds, learning to recognise their name and other written words. Staff interact well with children, engaging them in conversation and extending their vocabulary successfully. Staff introduce basic mathematical concepts, teaching children about colours, numbers, size and shape. However, not enough opportunities for children to learn about technology are currently provided.

Personal development, behaviour and welfare are good

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a nutritious diet. Children play outside regularly and the outdoor area helps to promote their developing physical skills and confidence. Children help to care for living things as they plant seeds and flowers in the garden and learn about life cycles as they investigate tadpoles. Children respond very well to the rules and boundaries in place and behave extremely well. They learn to respect each other, share and take turns and are supported by staff who are good role models. A well established key-person system and effective deployment of staff help children to form strong, secure emotional attachments.

Outcomes for children require improvement

Overall, children typically make good progress, despite the process for assessing the progress of those between the age of two and three years not being fully robust. Children enjoy exploring, are well motivated and readily make independent choices about their play. They develop the skills and capacity to learn in preparation for their next stage of learning, such as school.

Setting details

Unique reference number	EY337016
Local authority	Wigan
Inspection number	849213
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	40
Number of children on roll	60
Name of provider	Caroline Nelson
Date of previous inspection	2 December 2011
Telephone number	01942 601180

Starbrite Nursery was registered in 2006. The nursery employs 11 members of childcare staff, seven of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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