

Portico Poppets

1 Leicester Street, Thatto Heath, St. Helens, Merseyside, WA9 5QH



Inspection date

4 May 2016

Previous inspection date

26 October 2010

| 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

- Children are self-motivated, confident and enthusiastic learners. This is because staff have an astute understanding of how children learn and their individual needs. They successfully extend learning through targeted planning and high-quality teaching. This supports children to make wonderful progress.
- The inspirational leadership team continually strives for excellence. They demonstrate a very strong commitment to providing high-quality provision. They observe and monitor staff practice robustly. They provide an extensive programme of professional development and support that enables staff to continually provide the best possible teaching and learning experiences for children.
- Highly effective systems for monitoring the progress of children mean staff swiftly identify any emerging gaps in learning and quickly implement programmes of support. Monitoring extends to different groups of children as well as the educational programme. This provides a tremendously detailed and informative account of how and where children are making progress.
- Children's behaviour in the nursery is impeccable. Staff are excellent role models, demonstrating polite, patient and friendly behaviour. They support children to develop superb social skills. For example, staff teach children how to play cooperatively together and to share resources, using sand timers to aid their understanding and conflict resolution.
- Staff form exemplary relationships with parents, involving them in every aspect of their child's learning. For example, parents are invited to parent week to discuss with staff their child's progress and see the nursery day in action. Parent's comments are overwhelmingly positive. They are fully involved in their child's learning and appreciate the care and support they receive.

What the setting needs to do to improve further

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

- execute plans to find innovative ways of sharing best practice among the staff team so they can learn from each other and continue to maintain the outstanding standards and outcomes for children.

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, area manager and provider. 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

Karen Cox

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The entire staff team has an excellent understanding of their role in protecting children in their care. They implement robust procedures and maintain meticulous documentation to help ensure children are protected extremely well. Attention to very purposeful, ongoing supervision provides the management team with comprehensive information relating to staff's practice and their interaction with the children. The management team plans to build further on how best practice and expertise can be shared. Staff work very closely with other professionals involved in the care and development of the children. This collaborative approach means children with a range of abilities, including children who have special educational needs or disability, receive outstanding support.

Quality of teaching, learning and assessment is outstanding

Staff give children's communication and language development excellent attention. They support younger children's understanding of language. For example, through repetition, skilful questioning, extending sentences and providing them with commentary as they play. Toddlers happily engage in singing rhymes and older children are sensitively introduced to early reading and writing. They develop their awareness of words and letters through fun activities. For example, staff form letters on the ceiling in a darkened room with torches, encouraging children to shout out as many objects as they can that begin with the same letter. Staff use dual-language signs and labels, visual timetables and learn keywords in children's home language. This effectively helps support those learning English as an additional language. Staff skilfully introduce mathematical concepts and language throughout activities, promoting accelerated progress. For example, as children build an obstacle course they are encouraged to measure how far they have jumped, noting numbers on the tape measure and calculating who has jumped the furthest.

Personal development, behaviour and welfare are outstanding

Children form strong bonds with the caring staff and are emotionally secure. They are frequently praised and their work is proudly displayed so that they gain high levels of confidence and self-esteem. Staff continually nurture children's increasing independence. Even the youngest children are encouraged to have a go as they attempt to do things for themselves. For example, babies are encouraged to feed themselves and toddlers are supported to find their shoes for outside play. Older children help set the tables and serve themselves at mealtimes. Children thoroughly enjoy running around and using the play equipment outside, building obstacle courses and making mud pies. At mealtimes children are wonderfully inquisitive. Staff support their learning and understanding as they look at food labels and discuss where food has come from.

Outcomes for children are outstanding

All children, including those in receipt of funding, thrive in this stimulating and wholly inclusive environment. Children are highly motivated and develop extremely positive attitudes to their learning. They acquire a wide range of skills that prepares them extremely well for school.

Setting details

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|------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY314827 |
| Local authority | St. Helens |
| Inspection number | 856766 |
| 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 | 32 |
| Number of children on roll | 54 |
| Name of provider | Portico Day Nurseries Ltd |
| Date of previous inspection | 26 October 2010 |
| Telephone number | 01744 811112 |

Portico Poppets was registered in 2005. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The manager holds early years professional status. The nursery opens from Monday to Friday, 7.30am to 6pm for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disability. It also supports children who speak English as an additional language.

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