

Inspection date

11 May 2016

Previous inspection date

23 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 quality of teaching and learning is good. Staff have a good knowledge of the abilities and needs of children in their care. As a result, staff plan activities that arise from children's individual interests and support their next steps in learning.
- Partnerships with parents are strong. Parents value opportunities to visit their child's key person and discuss their child's development. They are complimentary about the service they receive as a family.
- Well-established care practices ensure that children receive consistent care from familiar adults. Consequently, children are extremely settled and secure.
- The management team demonstrates a drive and eagerness towards providing a high-quality service for children and their families. Management values contributions from staff, parents and other professionals and uses these views as part of the self-evaluation process.
- Staff use a range of positive strategies when supporting children to manage their feelings and behaviour. They teach children to understand which behaviours are not appropriate and children are aware of staff's high expectations and apply their learning well.

It is not yet outstanding because:

- Although all children make consistently good progress, staff sometimes miss opportunities to extend their learning and reinforce what they know and can do.
- Staff do not always maximise opportunities to involve children in the planning and preparation of activities and routines.

What the setting needs to do to improve further

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

- extend the challenges offered to all children to further improve their learning, reinforcing their understanding of what they already know
- provide more opportunities to involve children in the planning and preparation of activities, in order to maximise learning potential and enable children to express their ideas and make contributions.

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 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

Michelle Britch

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the manager and provider have made improvements across the nursery. They have revised the way they assess, plan and monitor children's progress to raise the standards in teaching and learning. The manager regularly talks with staff about key children, sensitive issues and ways to promote their own professional development. Staff attend training and the manager undertakes supervision meetings to support staff to improve skills and practice. All staff vocalise the importance of delivering a continually good level of care and learning experience to children. Safeguarding is effective. Staff are clear about the importance of acting swiftly if they have concerns regarding the welfare of children. They teach children how to be safe in various situations and involve them in the risk assessment process to provide a safe and secure environment. All staff communicate well with parents and other professionals to provide children with specialist support.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of how children learn. They all hold early years qualifications which give them the skills to plan an exciting and interesting range of play experiences around children's interests. Parents are involved in their child's initial assessments and provide detailed information about what their child can do at home. This supports and encourages children's progress from the outset. Staff in the baby room give young children a secure base from which they can explore. They provide children with a range of sensory activities and promote their investigation skills as they encourage them to explore different textures as they play in foam. Staff provide practical opportunities for children to develop mathematical skills as they use water and mud to learn about weight. They successfully teach children about growth as they discuss the caterpillars that are growing in the classroom. The manager monitors children's development and has a good overview of their progress. She then uses this information to plan targeted support for groups of children and to seek intervention at the earliest point.

Personal development, behaviour and welfare are good

Children form close and trusting bonds with their key persons. Staff and management model inclusive practice. All children are warmly welcomed, valued and respected. Children learn about how to be healthy through routines which include washing of hands prior to eating and keeping hydrated and safe in the sun. Children's behaviour is good because they respond well to the staff members. Gentle reminders help children understand about being kind to each other and taking turns. Staff support children to take responsibility and carry out small tasks, helping to boost their self-esteem.

Outcomes for children are good

All children are making good progress given their starting points and capabilities. Children are becoming confident and active individuals who enjoy their learning. They confidently progress throughout the nursery, supported by their key persons, who work closely with parents to assist the moves. This helps ensure that they are ready for the next phase of their learning, including school. Funding that is provided to enhance and extend the skills of all children is used effectively.

Setting details

Unique reference number	EY253263
Local authority	Lancashire
Inspection number	1023310
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	55
Number of children on roll	62
Name of provider	Small World Nurseries Limited
Date of previous inspection	23 July 2015
Telephone number	01706 359 768

Small World Nurseries Ltd was registered in 2002. The nursery employs 13 members of childcare staff. All of whom hold appropriate early years qualifications at level 3 and above, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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