

Inspection date

18 May 2016

Previous inspection date

10 December 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 provider has taken sustained and considered action to address previous poor practice. They have worked hard with staff and partners to develop a committed staff team and raise standards.
- Partnership with the local authority and other agencies has been used effectively to review and improve the way children's learning is assessed and monitored.
- Children enjoy playing. Staff plan a wide range of play opportunities for children covering all areas of learning. They have a good understanding of how children develop and make learning fun.
- Children are well cared for. They are happy and settled. Staff are attentive to their needs and support children to become independent and play safely.
- Children form secure attachments in the nursery. They look to staff for support and reassurance and happily share hugs and smiles.
- The provider actively supports equality and diversity. The nursery promotes the use of sign language with children, staff and parents. It has clear procedures to work with parents and other agencies to ensure that each child receives the support they need to progress in their development.

It is not yet outstanding because:

- Although, recent changes in the nursery have improved the way children's learning is assessed and planned for, some planning lacks detail to further enhance children's learning.
- The arrangements for staff supervision and support are not yet sharply focused on developing the quality of teaching even further.

What the setting needs to do to improve further

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

- strengthen the planning for children's learning that further enhances their progress
- enhance the ways staff's performance is monitored and managed and further improve the quality of teaching and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held meetings with the manager and had discussions with staff and the provider's representative.
- The inspector completed a joint observation with the nursery manager.
- The inspector checked evidence of the suitability and qualifications, including first aid, of staff working with children and reviewed the provider's self-evaluation documentation.
- The inspector talked to children during the inspection and took account of the views of parents in feedback provided to the nursery.

Inspector

Mary Wignall

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the provider and the newly appointed manager have worked together to effectively address identified weaknesses. They have worked closely with the local authority and local nurseries to evaluate and improve their provision. In particular they have improved their observation, assessment and planning systems and their partnership with parents. Children's progress is now regularly and more closely tracked. Staff have a clearer understanding of each child's development. The manager gathers and analyses information about individual and groups of children's progress to identify and address any gaps in learning. The arrangements for safeguarding are effective. All policies, including risk assessment procedures, have been reviewed and effectively identify and address any potential hazards. Overall, staff performance procedures have been revised effectively with a programme of supervision, peer observations and regular training events for all staff, including the manager. This results in good staff morale and a clear commitment to ongoing evaluation and even further improvement.

Quality of teaching, learning and assessment is good

Children are developing good communication, physical and social skills. Staff use good teaching techniques as they play alongside children. They make good use of eye contact, signs and gestures to gain children's attention. Children respond well to their clear gestures and expressive voices. They are active and eager to explore the wide range of resources and activities on offer. Staff have a good knowledge of children's needs. This is gained from good partnerships with parents, team working and ongoing observations. They use the information well to capture children's interests. Children are active and show good levels of involvement as they spend time exploring toys. They demonstrate confidence and a great energy for learning as they match toys together, play imaginatively in the toy kitchen or eagerly join in action songs and rhymes. Staff skilfully enhance children's fun as they model how to make toys light up, encouraging them to do this.

Personal development, behaviour and welfare are good

Children form warm attachments in the nursery. The strong key-person system ensures that children know staff and happily go to them for reassurance. Staff support children to develop confidence in their physical skills. They offer sensitive supervision and support as children enjoy the challenge of the low-level climbing equipment. Children play cooperatively as they roll a ball back and forth with staff. They are developing good social skills. They demonstrate good relationships and a developing understanding of the needs of others. Staff reinforce consistent routines for children. They share daily information about children's care experiences with parents. They make daily tasks, such as mealtimes and nappy changing, relaxed and fun.

Outcomes for children are good

Children are developing within typical expectations given their individual starting points. They are curious, enthusiastic learners. Careful planning with the provider's other nurseries supports consistency in children's care and learning. Children are happy and settled.

Setting details

Unique reference number	EY466162
Local authority	Blackburn
Inspection number	1035150
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 - 2
Total number of places	20
Number of children on roll	8
Name of registered person	East Lancashire Deaf Society Ltd
Registered person unique reference number	RP903104
Date of previous inspection	10 December 2015
Telephone number	01254 296060

Kings Nursery was registered in 2013. It is one of three nurseries run by East Lancashire Deaf Society Limited. The nursery employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and two at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm.

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