

Little Achievers @ Headstart Nursery

23 Herschell Street, Preston, Lancashire, PR1 3QU



Inspection date

31 March 2016

Previous inspection date

29 October 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The provider and the management team have not ensured that the progress check that is completed is done so between the ages of two and three years.
- The ways in which staff performance are monitored do not support them towards improving their personal effectiveness in teaching.
- Staff do not fully consider the use of different strategies when helping children whose communication development is less than expected to understand changes or expectations during the day.
- The evaluation of practice is not yet good. This includes monitoring to review observation, assessment and planning processes and the support given to the developing management team.

It has the following strengths

- Partnership working with parents is actively promoted. Parents are encouraged to share observations from home and staff share ideas to extend children's potential learning at home.
- Staff organise the environments well to enable children to access various play experiences that promote their independence and self-help skills.
- Staff are developing positive relationships with children. This helps them to be active learners who enjoy initiating and leading their own play experiences, particularly outdoors.

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 the progress check for children aged between two and three years is completed within that timeframe and parents are given a short written summary of their child's progress	05/05/2016
■ ensure performance management arrangements support staff towards improving the overall quality of teaching	05/05/2016
■ ensure supervision arrangements support staff, particularly those in the management team, in understanding their roles and responsibilities towards continuing to raise the quality of the provision.	05/05/2016

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

- enhance opportunities to help children understand expectations, such as what happens next, particularly for those whose communication and language development are less than expected
- review and embed the impact of changes made to practice, such as observation, assessment and planning processes, to ensure they are successful in raising the quality of the provision and improving 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 joint observations with the nursery manager. She also interacted with children at appropriate times during the inspection.
- The inspector spoke to small selection of parents, a registered individual, the deputy manager and a representative from the local authority.
- The inspector looked at and discussed a range of documents and procedures. This included evidence of suitability checks, the nursery's self-evaluation process, registers of attendance for staff and children's observation and assessment files.

Inspector

Hilary Boyd

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. An effective training programme is in place to support staff in their understanding of procedures should child protection concerns arise. A high number of staff are qualified and others are working towards achieving a childcare qualification. The provider and the management team have worked with the local authority towards implementing revised observation, assessment and planning processes. However, these are still in development and the impact of these changes made to practice is not yet fully embedded and evaluated. Overall, the provider and the management team have continued to evaluate supervision arrangements with staff. However, the processes used to support the management team are less effective as they do not ensure they fully understand their roles and responsibilities in raising the quality of practice. Supervision also does not support staff to improve their teaching skills.

Quality of teaching, learning and assessment requires improvement

Staff regularly observe children to consider their individual skills and abilities. They link with parents and this helps staff to gain more knowledge about children's individual needs. Staff consider this range of information when planning to progress children's learning. Staff read and sing with children, promoting some aspects of their communication and language skills. They use targets previously set by other professionals to plan activities for disabled children and those with special educational needs. This helps to ensure that children's unique needs are considered. Leaders and management have not ensured that the progress check for all children between the ages of two and three years, has been completed within this timeframe. This means that the checks for some children are completed before they turn two and staff cannot use these to assist them fully in assessing potential needs.

Personal development, behaviour and welfare require improvement

Staff help children to manage their hygiene needs and develop an understanding of healthy lifestyles. Older children develop increasing control as they build, climb, draw and move their bodies in different ways. Younger children enjoy the benefits of sensory experiences, such as playing with water and paint. The organisation of additional activities, such as trips and focused sessions delivered by specialists, expands children's involvement in play experiences. This also provides opportunities for children to socialise with each other. Children are learning about ways to manage their own behaviour. However, staff have not fully considered ways they can help promote children's understanding of expectations or routines. This means that children whose communication and language development are less than expected are not as well prepared as others.

Outcomes for children require improvement

Many children are making suitable progress and gain some of the key skills they need for the next stage in their learning, such as starting school. For example, children are keen and active learners who enjoy exploring and making independent choices about their play. Regular tracking of children's progress helps the management team to identify and support potential gaps in children's learning.

Setting details

Unique reference number	EY338619
Local authority	Lancashire
Inspection number	1032272
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 - 9
Total number of places	52
Number of children on roll	35
Name of provider	Rosy Apple Childcare Limited
Date of previous inspection	29 October 2015
Telephone number	01772 201 004

Little Achievers @ Headstart Nursery was registered in 2006. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, 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 also cares for disabled children and those with special educational needs, and children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

