

# Pendle Nursery

Pendle Nursery, Fountain Street, BARNOLDSWICK, Lancashire, BB18 6AQ



<b>Inspection date</b>	24 May 2016
Previous inspection date	27 May 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
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

- Teaching is excellent. Staff provide children with a rich, stimulating and exciting learning environment, both indoors and outdoors. Children benefit from a huge range of high-quality resources that promotes all areas of learning. They are self-confident, interested and motivated and develop extremely positive attitudes towards learning in readiness for school.
- Key persons are exceptionally sensitive. Babies and young children form strong emotional attachments and feel very secure within the nursery. All staff demonstrate a superb knowledge and understanding of the children that they care for. This has an extremely positive impact on children's physical and emotional well-being.
- All children are active and independent learners and are extremely well prepared for their move on to school. They develop increasing confidence in their own abilities and enjoy having a go at new and challenging activities.
- The management team has a clear and accurate understanding of where the nursery is most successful. They know this because they rigorously monitor the quality of teaching and the difference it makes to children's learning. They are highly driven and continually reflect and develop the very best methods to maintain the highest standards.
- The manager closely checks the progress made by different groups of children attending the nursery. She obtains and analyses informative data which enables her to identify gaps in children's learning. She then implements effective strategies to ensure all children reach their full potential. This shows how the nursery is working to narrow the achievement gap for groups of children.
- Staff establish superb partnership working with parents and other professionals to provide consistency and continuity in children's learning and development. Additional funding is used highly effectively to help children make the best possible progress.

## What the setting needs to do to improve further

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

- continue to support staff with targeted training and professional development that promotes consistently high-quality teaching and learning.

### 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 looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She looked at a range of other documentation, including policies and procedures and the nursery's self-evaluation.
- The inspector took account of the views of parents spoken to on the day of the inspection and parental feedback documents.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.

### Inspector

Michelle Britch

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The manager leads her team with great efficiency. She uses her wealth of experience and knowledge to continually drive improvements which deliver the highest quality provision for children. Exceptionally precise tracking of every child's progress enables key persons to identify where targeted teaching is needed. Staff supervision is excellent. The manager values and nurtures all staff's skills and they benefit from opportunities to learn from each other. The manager is eager to maintain the quality of teaching at the highest level. She has identified ways to continue the rigorous and targeted programme of professional development. The arrangements for safeguarding are effective. The setting works superbly with other professionals to keep children safe and help every child get the support they need. Staff engage extremely well with parents and recognise the crucial role they play in their child's ongoing learning and development.

### Quality of teaching, learning and assessment is outstanding

Teaching is of a very high standard. Staff use what they know about what children can do to ensure activities are highly responsive to individual children's needs. Babies and younger children thoroughly enjoy exploring gloop, sand and water. This helps them learn through their senses and enhances their natural curiosity. Staff are highly effective in supporting children's developing communication and language skills. They provide excellent commentary during play and use clear pronunciation of sounds to ensure that children hear appropriately modelled language. Older children remain busy and engaged throughout the day. Children explore the plants in the horticultural area. They use their developing mathematical skills as they estimate the number of pots they will need for their pumpkin seeds. Children explain clearly where they are going to plant seeds and what the seeds need to grow into plants. Children delight in the staff's involvement in their play.

### Personal development, behaviour and welfare are outstanding

Children are very happy and well settled in the nursery. Children's behaviour is exemplary. Staff are excellent role models and play alongside children to teach them how to share and take turns. Children are extremely helpful and supportive of one another. Children develop their very good independence and self-help skills throughout the day. They dress themselves and carry out small tasks to support the daily routines. Children learn to have polite conversations with adults and each other when they sit round the table for meals and snacks. Children have regular opportunities to access an extensively resourced outdoor learning environment and participate in weekly activities at a Forest School. These activities help children to experience risk and challenge safely.

### Outcomes for children are outstanding

All children, including children who have special educational needs or disability and those who speak English as an additional language, are making consistently high rates of progress. Accurate assessments are used by staff to identify any gaps in children's learning and to promptly seek additional support. Children are eager, show perseverance and high motivation levels. Staff have high expectations for children that helps supports their outstanding achievement.

## Setting details

<b>Unique reference number</b>	502203
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	847949
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	95
<b>Number of children on roll</b>	198
<b>Name of registered person</b>	Mrs Hazel Nutter
<b>Registered person unique reference number</b>	RP518818
<b>Date of previous inspection</b>	27 May 2009
<b>Telephone number</b>	01282816920

Pendle Nursery was registered in 2003. The nursery employs 27 members of childcare staff. Of these, most hold appropriate early years qualifications at level 2 and above, including the manager with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. 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 and those who speak English as an additional language.

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