

# Learning Curves Nursery

Christ Church C of E Primary School, Long Lane, Aughton, Ormskirk, Lancashire, L39 5AS



## Inspection date

Previous inspection date

2 March 2016

20 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Partnerships with parents and other professionals are very strong. Staff are vigilant in recognising and dealing swiftly with any emerging learning needs individual children have. Staff are extremely proactive in ensuring the correct procedures are put in place to support children to make good progress. Parents are kept up to date with information regarding their children.
- Key-person relationships are highly effective. Children are very happy and form secure and trusting bonds with staff. Staff provide them with constant praise and encouragement. This boosts children's confidence and self-esteem and results in them being extremely confident and self-assured individuals.
- Children are very well supported to develop their communication and language skills. Staff consistently use a variety of questioning techniques to effectively extend children's vocabulary and understanding.
- The management team and staff demonstrate a dedicated drive to improve the outcomes for children. They use self-evaluation effectively to identify and develop strategies to aid improvement.

### It is not yet outstanding because:

- Opportunities for staff to share good practice and raise the quality of teaching even higher are not yet maximised.
- Staff do not always provide consistent opportunities for children to have a go and do things for themselves.

## What the setting needs to do to improve further

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

- strengthen the arrangements for supervision to provide even more opportunities for staff to reflect on, and share, good teaching practice to raise the quality of teaching even further
- provide even more opportunities for children to have a go and do things for themselves to further support their confidence and perseverance.

### 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, who is also the provider.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the nursery's policies and procedures, 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

Donna Birch

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Clear policies and procedures are in place. These are regularly reviewed and are very well understood by all staff. Children are extremely safe in the nursery. Staff have attended child protection training and have a firm understanding of how to protect children and keep them safe. The management team is committed and has high expectations for the nursery. Detailed monitoring of children's progress is in place. The manager and staff use this information to ensure that children receive a varied and individualised educational programme. This means the nursery sustains successful levels of achievement and all children are making consistently good progress across all areas of learning. Staff are supported by the management team to access courses relevant to their job role. These help staff deepen and improve upon their already very good knowledge.

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

Staff are well qualified and experienced. They use effective teaching strategies, such as demonstration and repetition, to engage children and extend their play. Staff use individual play plans and information from their observations, assessments, parents and other professionals effectively to help children meet the next steps in their learning. Children are enthusiastic learners and confidently explore the vibrant learning environments, both inside and outdoors. For instance, inside children experiment with a range of different media and materials and are supported by staff to develop their imaginative skills. Outdoors, children delight as they play in the snow. Staff use this experience well to extend children's language skills and help them understand about the world. For example, they talk to children about the elements and discuss the feeling of the soft, cold snow as it falls and melts on their faces. Children interact well with staff and enjoy spending time with them. Staff help children deepen their mathematical skills. They count the footprints they make in the snow and discuss concepts, such as size and shape.

### Personal development, behaviour and welfare are good

Settling-in sessions are actively encouraged and information is gathered from parents about their children's individual care and learning needs. Staff use this information well to ensure early experiences complement and build on children's skills and ways of learning. This ensures children have their individual needs met. Staff are very good role models. They consistently encourage and reinforce good hygiene practices and use age-appropriate strategies to manage behaviour. They support children's understanding of the importance of leading a healthy lifestyle. Children develop good independence and social skills. For example, they chop fruit for snack and serve themselves food and drinks.

### Outcomes for children are good

Children enjoy a wealth of stimulating and exciting activities and really enjoy learning. All children make very good progress, including disabled children and those who have special educational needs. Children are confident, active learners who are well prepared for the next stage in their learning and school.

## Setting details

<b>Unique reference number</b>	EY310801
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	848991
<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>	2 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Learning Curves Limited
<b>Date of previous inspection</b>	20 June 2012
<b>Telephone number</b>	01695 420123

Learning Curves Nursery was registered in 2005. The nursery employs 10 members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 2 to 6. One member of staff holds Qualified Teacher Status and one staff member is unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who are disabled and those who have special educational needs. The nursery provides before- and after-school club facilities for the host school.

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