

# Little Shrimps Day Nursery

112 Thornton Road, Morecambe, Lancashire, LA4 5PJ



## Inspection date

28 July 2016

Previous inspection date

11 February 2016

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 provider has made significant changes since her last inspection. She has addressed all the actions raised and has appointed a new manager and additional staff. This shows her commitment to improve and raise the quality of care and education in her setting.
- The provider, manager and staff team ensure that children are kept safe and secure at all times. Risk assessments completed on activities and the environment are thorough. These help to identify and minimise hazards. Staff deployment is managed more successfully to help ensure that the needs of all children are effectively met.
- Partnerships with parents are strong. Staff keep them regularly informed about their children's care and the progress they are making in their learning and development. Parents are invited to make comments and share observations from home. This helps to ensure there is continuity in learning experiences between home and the setting.
- Children are making good progress in their learning and development. Staff effectively observe children playing and make assessments to identify their next steps in learning. Children who have special educational needs or disability, and children who speak English as an additional language are supported well.

### It is not yet outstanding because:

- On occasions, younger children are not immediately responded to when they show a desire to take part in specific activities, such as playing outdoors.
- The tracking and monitoring of different groups of children are not yet fully embedded to enable closer identification of whether gaps in achievement between these groups of children are closing.

## What the setting needs to do to improve further

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

- respond even more readily to the communication signals of younger children to enhance their overall learning experiences, particularly when they show a preference for playing outdoors
- strengthen the tracking and monitoring systems to show how any gaps in achievement are narrowing for those children considered to be at risk of not achieving as well as their peers and use this information to help these groups of children to catch up.

### Inspection activities

- The inspector viewed the whole of the premises where children play.
- The inspector observed the quality of teaching and its impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the provider and manager and discussed self-evaluation and plans for improvement.
- The inspector looked at a range of documentation, including children's records, records of the progress children have made and evidence of the suitability of staff working in the nursery.

### Inspector

Janice Caryl

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are well qualified and have updated their training in line with national requirements for protecting children. Managers and staff have a good understanding of what to do if they have concerns about a child's welfare. Monthly meetings for staff include training and development on safeguarding issues. Opportunities for supervision and performance management sessions are in place and being strengthened. Training plans are effectively implemented and support staff in developing their knowledge and skills even further. The manager is a reflective practitioner. A detailed action plan identifies where developments have been made to improve outcomes for children. Staff, children and parents are invited to provide feedback, which contributes to a cohesive approach to self-evaluation.

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

Staff have high expectations of what children can achieve. They work closely and effectively with other professionals to help meet the needs of individual children. Staff support older children to follow a sequence of instructions when helping to make dough that stimulates their senses. Children practise counting and learn to link numbers with objects. Children's knowledge of early science is enriched as they investigate how ingredients change when hot water is added. There is a strong focus on supporting children's communication and language skills. Babies and younger children explore and investigate natural sensory objects. They choose to share books with staff who encourage them to point and feel at different surfaces on the pages. This helps to promote their sensory development and language skills further.

### Personal development, behaviour and welfare are good

Babies and toddlers are emotionally secure and attachments with staff are strong. Staff are caring and sensitive, giving babies help and support to follow their care needs. Children are confident and have good levels of self-esteem. Staff promote independence well. For example, older children are given ample time to help each other to put on their shoes, negotiate and solve problems for themselves. Children enjoy a range of healthy snacks and freshly made meals. They have daily opportunities to be active and this helps to support their good health and physical well-being. Staff effectively promote positive behaviour. They support children in exploring their feelings and how these have an impact on their behaviour. This helps children understand the difference between what is, or is not, acceptable.

### Outcomes for children are good

Children are well prepared for school. They learn to count, recognise colours and concentrate when listening to instructions. All children, including those who speak English as an additional language, and children with special educational needs or disability are confident communicators. They are self-motivated and benefit from exploring and finding out what they can do with the different resources. Funding is used effectively and helps to ensure the needs of all children are well met.

## Setting details

<b>Unique reference number</b>	EY458832
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1040253
<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>	0 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Little Shrimps Nurseries Limited
<b>Registered person unique reference number</b>	RP910090
<b>Date of previous inspection</b>	11 February 2016
<b>Telephone number</b>	01524 411 885

Little Shrimps Day Nursery was registered in 2013. The nursery employs seven members of childcare staff, all of whom hold an appropriate early years qualification at level 3, including the manager with qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 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 children who speak English as an additional language.

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