

Inspection date

Previous inspection date

1 August 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 motivated and ambitious management team has high expectations of what children can achieve. It regularly seeks the views of parents, staff and children to drive ongoing improvement.
- Comprehensive assessments are used to accurately evaluate the progress the different groups of children make. Staff promptly identify any gaps in children's learning and seek additional support when necessary. This helps all children, including those who speak English as an additional language, to make good progress from their starting points.
- All children are eager, active and independent explorers. They enjoy following their own ideas, taking on new challenges and develop a growing confidence in their own abilities.
- Staff promote good hygiene routines and follow effective procedures to help ensure children's safety. Children's physical and emotional well-being are supported well. They enjoy playing with staff and their peers and thoroughly enjoy their time at the nursery.
- Strong and effective partnerships are established with parents and other professionals. This promotes a consistent approach to children's care and learning at the nursery and at home.

It is not yet outstanding because:

- Training is not specifically targeted to develop expertise in the specific areas where it will have most impact and to help raise the quality of teaching to an even higher level.
- Staff do not always prevent interruptions to children's deeper concentration and engagement in their play.

What the setting needs to do to improve further

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

- focus more sharply on the analysis of staff's performance to identify training opportunities to help raise teaching skills to the highest level
- minimise the risk of interruptions to children's deeper concentration and engagement in their activities.

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 provider.
- 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 spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and the provider.

Inspector

Cath Palser

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust understanding of how to keep children safe. They understand the procedures to follow should they have concerns about a child's safety or welfare. The management team encourages staff to help reflect on the quality of the provision and children's progress. It uses this information to make effective changes. On the whole, staff supervision, monitoring and training attended are effective. Some staff have attended training to help them to develop the environment to promote children's imagination and creativity skills. Funding is used effectively to meet the needs of children and support their good progress.

Quality of teaching, learning and assessment is good

Staff use a range of methods to encourage children's problem solving and exploration skills. They ask questions, demonstrate and make suggestions. Older children show good dexterity and coordination skills as they explore the different puzzles and work out how they fit together. Younger children experiment with the different sounds they make by tapping their hands and shaking the different musical instruments. Children use a variety of resources to climb and balance, developing strong physical skills. Older children negotiate around objects on the ride-along toys and carefully reverse them into the parking spaces. Staff use a range of effective methods to promote language and communication skills. They use stories, songs and rhymes, repeat and introduce new words. Staff show a genuine interest in children's views and opinions. Children are confident talkers and are keen to share their experiences with others.

Personal development, behaviour and welfare are good

Staff form respectful relationships with parents to effectively establish what children can already do and enjoy. They use this information to meet children's care needs, routines and interests from the start. Children form a close bond and attachment with staff and settle in quickly. They are supported well to develop good independence and self-care skills, such as toileting and putting on their own shoes and coats. Children are keen to help tidy up and use tools and equipment with care and growing confidence. Staff are good role models and give clear and consistent reminders of behavioural expectations. Children develop a growing understanding of what is expected of them. They play together cooperatively and show kindness and consideration to their peers. Children are provided with healthy meals and snacks. They enjoy regular opportunities to play energetically, such as outdoors. Children show an interest in living things. They explore and discover the wildlife outdoors and grow and tender the plants.

Outcomes for children are good

Most children, including those who speak English as an additional language, are making good rates of progress in relation to their starting points. All children are active and independent learners and are confident and self-assured. Gaps in children's progress are promptly identified and additional strategies are implemented effectively. This helps children to acquire the skills they need for future learning and in readiness for school. They enjoy making choices, make good relationships and are self-assured.

Setting details

Unique reference number	EY489539
Local authority	Lancashire
Inspection number	1020836
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	40
Number of children on roll	58
Name of registered person	Midget Gems Limited
Registered person unique reference number	RP909784
Date of previous inspection	Not applicable
Telephone number	01253 423393

Midget Gems was registered in 2015. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications to at least level 3, including one staff member who holds a qualification at level 6 and two at level 4. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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