

# Nazareth House Day Nursery

Nazareth House, Ashton Road, LANCASTER, LA1 5AQ



## Inspection date

25 August 2016

Previous inspection date

17 September 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager is an experienced, dedicated and knowledgeable practitioner who leads a well-qualified staff team. Together they ensure that all children progress well from their starting points.
- Teaching is good. Staff are reflective and tailor their teaching methods to promote children's individual needs, learning styles and interests. Inviting and engaging planned activities extend, broaden and consolidate children's understanding.
- Staff are excellent role models who have high expectations for all the children. They help them to understand and follow rules, routines and boundaries. There is a strong emphasis on the importance of being polite, kind and considerate to others. Behaviour is outstanding.
- The management team focuses on providing the very best quality of care and education. The views of children, parents and staff are sought and used to help plan for improvements and meet the changing needs of children and their families.
- Partnerships with parents are excellent. Parents value the nursery highly and feel extremely well informed about their children's progress. Staff provide home link activities which are highly effective at helping parents promote learning at home.

### It is not yet outstanding because:

- Professional development for staff, although good, is not fully focused on raising the quality of teaching to the highest possible level.
- Staff do not yet closely assess the progress of groups of children, in order to ensure that they are supported to 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:

- seek opportunities for continued professional development to raise the quality of teaching even further
- strengthen good monitoring systems further to focus more closely on assessing the attainment and specific needs of groups of children.

### Inspection activities

- The inspector took a tour of the nursery.
- The inspector undertook a joint observation with the manager.
- The inspector observed children inside and outdoors and assessed the quality of teaching and learning.
- The inspector viewed a range of documentation, including policies and procedures, risk assessments, children's records, training records, qualifications and suitability checks.
- The inspector spoke to the manager, staff, children and parents during the inspection.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know the signs and symptoms of abuse and know what to do if they have concerns about a child's welfare or development. Policies and procedures are robust and reflected in practice. Risk assessments are used to reduce hazards. Staff help children to recognise dangers and keep themselves safe. Children's individual progress is closely tracked and used to meet their specific needs and gaps in learning. Partnerships with schools and other professionals are excellent. Children regularly visit the care home on site and spend time with the residents. This helps them to understand the needs of others and develop a sense of their place in the community.

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

Staff know children very well. They adapt the learning environment to reflect children's needs and help them meet their next steps in learning. Observation, assessment and planning systems are effective and ensure that children experience all areas of learning, inside and outdoors. In the woodland, children excitedly search for and pick the ripe fruits on their tomato plants. They demonstrate good physical skills and an understanding of growth as they carefully pour water from watering cans to give the plants a drink. Others role play, dig, search for creatures and complete planned activities with attentive adults. These experiences help children to develop a love for the natural world around them. Overall, children are very well supported to develop their communication skills and become competent and enthusiastic communicators. Staff encourage them to think about and share their solutions to problems as they play. Throughout the nursery, mathematical development is very well supported. Staff play alongside children and promote the practical uses of numbers, counting, size, position, shape and volume.

### Personal development, behaviour and welfare are good

Staff adopt a very flexible approach when children start in the nursery. They seek information from parents to provide continuity of care and help children settle quickly. The vibrant and developmentally appropriate learning environment ignites children's imaginations and draws them in from the moment they arrive. They enthusiastically and independently access a range of high-quality resources, toys and equipment. Staff closely supervise children as they play, allowing them to take some risks, develop resilience and become less reliant on adults. Children are very well supported to develop an understanding of how to lead healthy lifestyles. Nutritious meals are cooked on the premises and specific dietary needs are catered for. Mealtimes are sociable occasions, where children learn social skills and take responsibility for tasks, such as serving.

### Outcomes for children are good

All children make good progress and funding is used wisely to improve outcomes. Children who have educational needs or disability and those who speak English as an additional language are supported extremely well. Younger children develop a sense of self as they begin to share their preferences. Older children take responsibility for their actions, play cooperatively and learn to work as part of a team. Children move on to school extremely well prepared with the confidence, skills and knowledge they need.

## Setting details

<b>Unique reference number</b>	EY445791
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1060163
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Nazareth Care Charitable Trust
<b>Registered person unique reference number</b>	RP531565
<b>Date of previous inspection</b>	17 September 2012
<b>Telephone number</b>	0152464090

Nazareth House Day Nursery was registered in 2012 and is run by a charitable trust. It employs 30 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4, 17 hold level 3, and two hold level 2. Sessions are from 7.30am until 6pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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