

Inspection date

23 September 2016

Previous inspection date

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 ambitious provider has embedded a culture of aspiration for children and staff. She has developed a strong, passionate and dedicated staff team which shares her vision and goals to raise standards and outcomes across the nursery.
- Respect, tolerance and acceptance are evident at this busy and vibrant nursery. Children have a deep understanding of differences and similarities beyond their own experiences and are well-rounded individuals.
- Children's mathematical development is very well promoted. Staff provide children with mathematical challenges and use expert teaching strategies to introduce numbers, shapes and measurements. Children skilfully count cups at snack time and discuss the properties of two-dimensional shapes with their peers.
- Self-evaluation is robust. Improvement plans are sharply focused and include the views of parents and children. The provider aspires to be outstanding and demonstrates a good commitment to bring about change and drive improvement forward. Partnership working is a strength of the nursery. Links with parents, the local authority and other childcare providers are robust.
- The support in place for children who speak English as an additional language is excellent. Staff are highly skilled and trained in helping children gain a good command of English within a short period of time. This means that children who speak English as an additional language make good and better progress across all areas of learning.

It is not yet outstanding because:

- The professional development of staff does not yet focus strongly enough on raising the quality of staff practice to an outstanding level.

What the setting needs to do to improve further

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

- develop the current programme of continuous professional development to ensure all staff are provided with further opportunities to enhance and extend their knowledge and skills to an outstanding level.

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 provider.
- The inspector held a meeting with the provider and other members of the leadership team. He looked at and discussed relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Luke Heaney

Inspection findings

Effectiveness of the leadership and management is good

The provider has a secure knowledge and understanding of the early years foundation stage. The arrangements for safeguarding are effective. All staff have a secure knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well and understand the correct steps to take should they become concerned about the conduct of a colleague. There is a high staff-to-child ratio across the nursery and good contingencies are in place to cover staff absence. The provider is suitably qualified and experienced to take the lead in the manager's absence. Robust risk assessments are in place and all areas of the nursery are safe and secure. Daily health and safety checks are carried out and are monitored closely by the provider. Effective recruitment and vetting procedures are in place and all staff have undergone stringent suitability checks. The provider carries out ongoing suitability checks for staff and supports them well during supervision and appraisal meetings. This means that all staff are suitable to work with children.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff have a secure understanding of child development and know how to plan challenging and personalised activities. Children who have special educational needs or disability are supported well and make good progress. Robust intervention plans are in place and are regularly reviewed by parents, staff and external childcare professionals. Staff make regular and precise assessments of all children's learning. They work closely with parents to complement learning from home and have good systems in place to ensure gaps in learning quickly narrow. Children display high levels of perseverance while learning how to operate new computer programs. They become fascinated while enacting roles of superheroes in the home corner and show high levels of enjoyment while creating paper models of their family members.

Personal development, behaviour and welfare are good

Care practices are good across the nursery. Staff are allocated time to get to know children and their families during the settling-in period. Children settle quickly and high priority is given to their emotional and physical well-being. Children behave well and show genuine care and affection for one another. They embrace key persons with hugs and eagerly greet their peers as they arrive. Children are confident and self-motivated individuals who display high levels of self-esteem during their play and learning. They confidently climb apparatus outdoors and master new skills, such as riding a bicycle.

Outcomes for children are good

All children, including those children who speak English as an additional language and children who have special educational needs or disability, make good progress towards the early learning goals. Children are independent, resilient and enthusiastic learners who are keen to take on new challenges and experiences. They show good concentration skills while playing with jigsaw puzzles and skilfully blend and segment the sounds that make up words. Older children fasten their coats and attempt to write their own names. These skills prepare children well for their eventual move on to school.

Setting details

Unique reference number	EY488375
Local authority	Tameside
Inspection number	1073320
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	40
Number of children on roll	20
Name of registered person	St Peter's Community Partnership
Registered person unique reference number	RP534528
Date of previous inspection	Not applicable
Telephone number	01612148300

Leap Nursery was registered in 2015. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, except over the Christmas period and on bank holidays. Sessions are from 9am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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