

Inspection date	29 September 2016
Previous inspection date	10 December 2015

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 effectively addressed previous practice. They have made significant improvements in the way information gained from observing children is used and have strengthened their partnerships with parents.
- The quality of teaching is good. Staff skilfully ask questions that encourage children to think and talk. They respond with interest to children's comments and ideas, helping develop their confidence and self-esteem.
- Children are well cared for. The key-person system is effective and supports children to settle quickly and develop secure and supportive relationships with staff.
- The provider actively supports equality and diversity. The nursery promotes the use of sign language with children. Staff work closely with parents and children who speak English as an additional language to help them feel welcomed and involved.
- The provider has effective evaluation procedures. They work with parents, the local authority and other agencies to help them assess their service and identify areas for further improvement.

It is not yet outstanding because:

- Recently introduced ways to add more detail in planning children's learning and to clearly identify teaching strategies are not fully embedded in practice.
- Although partnerships with parents have improved and information about children's latest achievements is shared, it lacks detail. It does not give parents a clear enough picture of how their child is developing or what is specifically planned to help them make further progress.

What the setting needs to do to improve further

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

- strengthen the already good planning for children's learning and clearly identify strategies to further improve the quality of teaching
- share clearer information with parents about the progress their child is making and the activities that are specifically planned to support their development.

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 held meetings with the manager and had discussions with staff and the provider's representative.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications, including first aid, of staff working with children and reviewed the provider's self-evaluation documentation.
- The inspector talked to children during the inspection and took account of the views of parents in feedback provided to the nursery.

Inspector

Mary Wignall

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection the manager has worked closely with the provider and the local authority to help raise standards. They continually evaluate their practice and develop action plans for sustained improvement. The arrangements for safeguarding are effective. Staff regularly receive training and are aware of recent changes to safeguarding matters. They have a good understanding of child protection issues. They conduct effective risk assessments for inside the nursery and for local trips. Staff are well qualified and enthusiastic. Staff performance monitoring procedures are generally effective and include observing staff and giving feedback on their practice. The manager regularly works alongside staff and, overall, monitors the range and quality of activities planned for children. Children's transitions to and from the nursery are smooth and carefully planned. Parents are encouraged to share their views, and their comments are valued.

Quality of teaching, learning and assessment is good

All children, including those who speak English as an additional language, are developing good communication, physical and social skills. Staff accurately assess their progress and get to know each child well. Staff are good role models. They ask increasingly challenging questions as children prepare to go out. For instance, they ask 'where are we going, what do we need and why?' When counting they suggest children 'count and check' to help them strengthen their learning. Children make full use of the resources available. For example, they demonstrate confidence and skill as they play with interactive computer tables to match numbers and shapes. They help to make dough to create different shapes and eagerly join in group discussions.

Personal development, behaviour and welfare are good

Staff are consistent in helping children to practise their independence skills. They encourage children to take care of things, reminding them to hang up their coats after being outside. Staff support children to take turns and share resources fairly. Children behave well. In small group discussions they remind themselves and each other to be quiet and to sit and listen. Staff talk about past events, helping children to make connections in their learning. For instance, they encourage children to describe the patterns and colours of different ladybirds. They talk about ones they have seen in pictures, on local walks or have made themselves with dough and paint. They ask children why they need bright jackets on their local walk. Children demonstrate understanding as they reply 'to be seen'. Children enjoy walks, safely holding staff's hands, that help them learn about road safety and their local community.

Outcomes for children are good

Children are developing within typical expectations given their individual starting points. They are active, happy learners, keen to show what they can do and eager to learn new things. They demonstrate good levels of independence and cooperation as they take turns to serve themselves at mealtimes. Children show respect for staff and each other. These are necessary skills for their future. Children are well equipped and prepared for their move to school.

Setting details

Unique reference number	EY477974
Local authority	Blackburn
Inspection number	1034983
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	20
Number of children on roll	12
Name of registered person	East Lancashire Deaf Society Ltd
Registered person unique reference number	RP903104
Date of previous inspection	10 December 2015
Telephone number	01254 844554

Kings Nursery was registered in 2013. It is one of three nurseries run by East Lancashire Deaf Society Limited. The nursery employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, and six hold level 3 and above. The nursery opens from Monday to Friday, all year round, except for bank holidays and the Christmas holiday. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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