

Skools Out & Skools Inn

419 Poulton Road, Fleetwood, Lancashire, FY7 7JY



Inspection date	17 October 2016
Previous inspection date	30 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 management team has focused on setting priorities and making significant improvements since the last inspection.
- Effective partnership working with parents and other professionals helps to ensure that children are provided with a consistent approach in their care and learning. This helps all children, including those who have special educational needs or disability, to make good progress from their starting points.
- Staff have a good understanding of the different ways that children learn. They complete regular observations and make accurate assessments of children's progress. This information is used to accurately plan for what each child needs to learn next.
- Staff use a variety of effective methods to help children develop healthy habits. Children are provided with nutritious meals and snacks and are keen to try new foods.

It is not yet outstanding because:

- Staff are well qualified and demonstrate consistently strong teaching. However, the quality of teaching is not constantly reviewed to help ensure it is consistently improving to the highest level.
- Staff do not maximise opportunities for children to learn about technology.

What the setting needs to do to improve further

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

- build on the methods used to ensure the quality of teaching and learning is consistently improving and any weaknesses in staff practice are more promptly identified
- provide children with further opportunities to learn about technology.

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 manager.
- 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.
- The inspector took account of the views of one parent spoken to during the inspection and a range of parental feedback documents.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and 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 child protection issues. They know the procedures to follow should they have concerns about the safety or welfare of a child. The management team regularly seeks the views of parents, staff and children and use them to make improvements across the nursery. Staff provide a range of support to help parents to continue children's learning at home. Parents praise the staff for the information shared. All staff hold a relevant childcare qualification. On the whole, the manager uses an effective programme of ongoing staff supervision meetings and training. This has a positive impact on the quality of teaching. For example, following training, staff understand how to identify and plan to promote the different ways that children learn.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy their time at the nursery. They enjoy taking part in the activities that provide fun, interesting and challenging experiences. Staff use a variety of effective strategies to promote children's language and communication skills. For example, they use songs, puppets and role play to encourage children to talk about their experiences and introduce them to new words. Children are provided with plenty of opportunities to carry out their own play ideas. Older children build and then dismantle the construction resources, to use them in a range of ways. Younger children concentrate as they use tweezers to carefully pick up and transport different objects. Children experiment, for example, by pouring warm water over the ice. They watch in wonder as they discover how the ice melts, revealing the hidden objects inside. Staff promote children's mathematical skills well, in a range of ways. For example, they enjoy number rhymes, stories and jigsaws to count, sort and match.

Personal development, behaviour and welfare are good

Children are eager to arrive and have a strong sense of belonging. They take responsibility for their own belongings, for example, as they hang up their coat on their peg. Children develop good self-care and independence skills and see to their own toileting needs. They follow good hygiene practices and routines. Children are keen to tidy up activities after they have finished with them. Staff are good role models of behaviour and give children clear guidelines and gentle reminders of expectations. This contributes towards children's good behaviour. Children make friends easily and play cooperatively together. They play with energy and excitement and develop a growing confidence in their own abilities. Children use tools and equipment with care and learn how to keep themselves safe. Staff promote children's emotional well-being well.

Outcomes for children are good

Children are active and motivated to play, explore and discover. They are eager to join in with activities and to share their views and opinions. Children listen attentively and contribute towards group discussions. They have an eager disposition towards learning. All children, including those who have special educational needs or disability, are making good progress in their learning. They are well prepared for their move on to school.

Setting details

Unique reference number	EY435146
Local authority	Lancashire
Inspection number	1056129
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	2 - 10
Total number of places	30
Number of children on roll	17
Name of registered person	Mandy Jane Woolford
Registered person unique reference number	RP514973
Date of previous inspection	30 June 2016
Telephone number	07748119824

Skools Out & Skools Inn was registered in 2011. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including one with early years professional status, one at level 6 and one at level 5. The nursery opens from Monday to Friday, during term time only. Sessions are from 7.30am until 6pm. The holiday club operates during most holidays. Sessions are from 8am until 6pm. The nursery supports a number of children who have special educational needs or disability.

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