

Little Achievers @ Headstart Nursery

23 Herschell Street, Preston, Lancashire, PR1 3QU



Inspection date

21 December 2016

Previous inspection date

31 March 2016

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 manager has addressed the actions and recommendations raised at the last inspection and made significant improvements. Self-evaluation is undertaken and clear targets for future development are identified.
- Parents speak highly about the nursery. They comment that the manager and staff are very approachable and they frequently communicate with them.
- The key-person system is highly effective. Staff know children well and match their expectations to children's specific needs and levels of development.
- Children enjoy practising their physical skills outdoors. They play in all weathers and particularly enjoy splashing in puddles.
- Staff undertake the progress check for children aged between two and three years, and this is shared with parents.
- Children make good progress. Parents are kept well informed about children's development and they are helped to guide children's learning at home. Collaboration with external agencies helps to support any children who have gaps in their learning.

It is not yet outstanding because:

- Sometimes, staff do not challenge children to think and they ask too many questions that require a simple answer.
- The manager is not yet highly effective in using assessment information about the progress made by different groups of children.

What the setting needs to do to improve further

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

- enhance questioning skills and provide even better opportunities for children to think, respond and share their own ideas
- make better use of the information gathered from assessments of the progress made by different groups of children that help to further enhance outcomes for them.

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 and the nursery manager jointly observed a member of staff working with children.
- The inspector held a meeting with the nursery manager and discussed the nursery's self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has robust systems in place to check the ongoing suitability of staff. She keeps herself up to date with the local authority's procedures to help to keep children safe. Staff routinely undertake checks to help to minimise any hazards. They ensure that the environment is safe for children to play. All staff are trained in paediatric first aid. Any accidents that occur are dealt with appropriately. The manager effectively monitors staff practice and plans professional development based on the outcomes. Staff are encouraged to review their own teaching and they undertake peer observation to evaluate others. Effective supervision arrangements are in place for the staff and the manager's ongoing development.

Quality of teaching, learning and assessment is good

The well qualified staff effectively observe children to build a clear picture of their needs and interests. They are skilled in weaving learning opportunities into children's spontaneous play, overall. For example, children learn to follow instructions and understand the meaning of go and stop during physical games outdoors. Staff link children's exploration to their own experiences and this helps children to remain engaged. Children are captivated by sensory play experiences. Staff encourage them to use their senses to see, hear and feel. Stimulating resources and displays help staff to support children's learning. Children show particular interest in numerals during their play. The bilingual assistant offers excellent support to children whose first language is Gujarati. She helps them to learn new English words and understand the meaning of new words in their home language.

Personal development, behaviour and welfare are good

Staff show great energy and enthusiasm in their work with children. They are fun and children seek them to engage in their play. Staff have a caring nature and children share strong bonds with them. Effective strategies are in place to help children to understand clear routines. They know what to expect and they feel comfortable about what will happen next. Children's behaviour is good for their ages. Staff help children to understand how to take turns and play cooperatively. Children are motivated to undertake care routines independently, such as handwashing. Snack time is a highly positive learning experience for children. They are keen to serve themselves and staff praise them for their good manners.

Outcomes for children are good

Children access the welcoming play environment with confidence. They willingly engage in learning experiences, such as making marks to support their early writing skills. Children are guided to feel the effects of exercise on their bodies. They frequently count during their play and staff use real routines and daily experiences to reinforce this. Children are well supported in preparation for school when the time comes. All children, including those who have special educational needs or disabilities, make good progress from when they begin to attend. Children who speak English as an additional language are particularly well supported.

Setting details

Unique reference number	EY338619
Local authority	Lancashire
Inspection number	1045429
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 - 8
Total number of places	62
Number of children on roll	27
Name of registered person	Rosy Apple Childcare Limited
Registered person unique reference number	RP900898
Date of previous inspection	31 March 2016
Telephone number	01772 201 004

Little Achievers @ Headstart Nursery was registered in 2006. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, apart from bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery operates a breakfast and after school club as well as a holiday club during school holidays. The nursery provides funded early education for two-, three- and four-year-old children. It caters for children who speak English as an additional language and those who have special educational needs or disabilities.

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