

Tinkerbells Day Nursery

41 Beech Grove, Ashton-on-Ribble, Preston, Lancashire, PR2 1DU



Inspection date	22 December 2016
Previous inspection date	16 December 2013

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

- Parents are kept well informed about the progress children are making. Staff provide a variety of enjoyable activities to help parents continue children's learning at home.
- The management team regularly seeks the views of staff, children and parents. This information is used to make ongoing improvements to the quality of all areas of provision.
- Comprehensive assessments are used effectively to review children's progress in their learning. This information is used to implement individual plans for what each child needs to learn next. All children, including those who have special educational needs or disabilities, develop the skills they need to be ready for school.
- Staff provide a fun and exciting learning environment that meets the needs and interests of each child. Children are confident and motivated to play and learn. They explore with confidence and enjoy making choices throughout the day.
- Strong partnership working with parents and other professionals helps provide children with a consistent approach in their learning and development. Additional funding is used effectively to provide extra resources and relevant staff training.

It is not yet outstanding because:

- Sometimes, staff do not use highly effective methods to promote children's communication, listening, critical thinking and problem-solving skills as well as possible.

What the setting needs to do to improve further

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

- enhance teaching skills that promote children's communication, listening, critical thinking and problem-solving skills even further.

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 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 and the self-evaluation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- 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 confident and robust understanding of their responsibilities regarding child protection. They know the procedures to follow should they have concerns about a child's safety or welfare. There is an effective programme of professional development. Regular training, supervision and support for staff to complete further qualifications impact positively on the good progress that children are making. Staff use their knowledge from training attended to ensure that any need for early support can be promptly identified. The manager has high expectations for children and staff and is enthusiastic in driving forward priorities for improvement.

Quality of teaching, learning and assessment is good

Staff invite parents to share information about children's achievements and what they can already do from the start. This means staff know children well and, overall, provide interesting and challenging activities that contribute towards their good progress. Babies enjoy feeling the different textures of the baking ingredients and the range of attractive sensory materials. Older children select different tools as they explore the properties of ice. Children thoroughly enjoy taking part in singing and dancing activities and moving their bodies to the music. They show good imagination as they pretend to make lunch in the role play kitchen. Children have access to a broad range of tools and equipment. This helps them to develop their early writing and technology skills, in preparation for school.

Personal development, behaviour and welfare are good

Strong partnership working with parents and regular sharing of information help children to settle in well. Staff are good role models and share children's excitement and enthusiasm. They give clear explanations of routines and expectations. This helps children to develop a growing understanding of how to behave. Children play cooperatively together and make friends easily. They are keen to carry out small tasks, such as serving themselves their food and tidying away their plates. Staff promote good hygiene routines and help children to see to their own personal needs. For example, children learn to wipe their noses, dispose of the tissue and wash and dry their hands independently. Children enjoy playing with vigour and energy, such as outside using the variety of physical games and activities. Their physical and emotional needs are well met by the staff and they thoroughly enjoy their time at nursery.

Outcomes for children are good

Children enjoy good relationships with the staff and each other and develop good social skills. They are kind and helpful and are eager to take part in activities and have a go. Children are active and independent learners and are inquisitive to try new things. They are keen to sharing their ideas and experiences and contribute towards group activities. Children develop confidence and high levels of self-esteem. They enjoy planning their own play and learning and using toys and equipment creatively, overall. All children, including those who have special educational needs or disabilities, acquire the skills and attitudes that promote future learning.

Setting details

Unique reference number	EY103941
Local authority	Lancashire
Inspection number	1064268
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	0 - 9
Total number of places	64
Number of children on roll	80
Name of registered person	Tinkerbells Nursery Limited
Registered person unique reference number	RP530576
Date of previous inspection	16 December 2013
Telephone number	01772 726 154

Tinkerbells Day Nursery was registered in 2002. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above, including two with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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