

<b>Inspection date</b>	6 February 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children's home cultures are valued and celebrated. They learn about different faiths and the customs and beliefs of others. This helps to promote children's understanding of the similarities and differences between themselves and others.
- New children settle well at the nursery and form close bonds with staff and each other. They bring in family photographs from home to talk about who is special to them. This helps to promote children's emotional well-being and sense of belonging.
- Partnerships with parents and other professionals involved in children's care are good. Important information about children's development is shared regularly. Parents are kept up to date with information regarding their child.
- The manager supports staff well. Staff access a range of training courses that contributes to improving areas of children's education. For example, recent training in supporting children who speak English as an additional language has helped staff to promote children's speaking skills. This has improved the way staff encourage children to hear and copy words spoken.
- Additional funding is used effectively to support the needs of individual children. For example, extracurricular activities, such as swimming sessions and trips into the community, are organised. This helps to enrich children's life experiences and to promote their confidence and self-esteem. All children make good progress.

### It is not yet outstanding because:

- Information gathered from tracking children is not used as well as possible to monitor the progress of different groups of children.
- Sometimes, the organisation of some adult-led activities does not fully reflect children's individual interests and engage them.

## What the setting needs to do to improve further

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

- develop the use of information gathered from assessments to help monitor the progress of different groups of children
- review and enhance the organisation of planned adult-led activities and engage and help motivate children during these times more effectively.

### Inspection activities

- The inspector took a tour of the nursery with the manager, including the outdoor environment.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She discussed self-evaluation processes and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the signs and symptoms of abuse and how to report concerns about children's welfare. Policies, procedures and risk assessments are used well to help maintain a secure environment where children can play safely. The manager has a clear vision for ongoing improvement. Staff, parents and children are consulted and their views are taken into account when considering changes that benefit children. Supervision sessions for monitoring staff's practice are in place. The manager works closely alongside them and observes their work with children. She offers advice and suggestions that help staff improve their practice even further.

### Quality of teaching, learning and assessment is good

Well-qualified staff make observations of children's learning. This helps them to know what children need to learn next. Staff join in with children's play and encourage their imaginative skills well. For example, children enjoy fresh air and exercise in the garden. They take turns to pretend to be monsters and practise their counting skills while other children run off to hide. Children relish in finding where their peers have hidden. They pretend to roar like monsters when they successfully find the hiding places. This helps to encourage children to join in group games to build on their social skills. Children are keen to participate in the experiences provided.

### Personal development, behaviour and welfare are good

Staff are positive role models and are kind, calm and nurturing. Children behave well and use good manners. They show consideration for each other's feelings and know to share and take turns. Children are happy and secure. They choose from the good range of resources available. This helps to promote their independence. Children learn to keep themselves safe, such as during sand play activities. For example, staff remind them to be careful and not to flick sand from a sieve into other children's eyes. Staff promote children's understanding of healthy lifestyles. For instance, children are encouraged to wash their hands independently before they enjoy eating fresh fruit for snack. Staff praise children frequently. This helps children to gain confidence and good self-esteem.

### Outcomes for children are good

All children, including those who speak English as an additional language and children in receipt of funding, make good progress from when they first start at the nursery. Younger children practise and build on their early speaking skills. For instance, they pretend to bathe a doll and learn to say new words, such as bubble. Younger children watch as a sponge floats on top of the water. They search for it as it sinks to the bottom of the bath. This helps to promote their mathematical understanding of sinking and floating. Older children identify shapes, such as triangles and squares. They count how many shapes they glue onto a piece of paper during a craft activity. Children are learning the skills they need to prepare them for the next stage in their learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY493012
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1031783
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	B & S Childcare Services Limited
<b>Registered person unique reference number</b>	RP534859
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07933636101

Li'l Champs was registered in 2015. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds qualified teacher status. The nursery is open Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Staff support children who speak English as an additional language.

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