

Inspection date	27 February 2017
Previous inspection date	12 August 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Partnership working with other agencies and parents is a key strength of the managers and staff. Outstanding support is provided for families to help promote children's well-being and enable them to directly contribute to their excellent progress.
- Children who have special educational needs and/or disabilities make very rapid progress. The managers ensure that support from external agencies is swiftly implemented to help narrow gaps in children's learning and development. Children who receive funded early education and those who speak English as an additional language make excellent progress.
- Highly precise information about the progress of groups of children and individuals is used to deploy additional funding and promote excellent progress. Parents are asked to contribute their views about how any additional funding should be used to support their individual children's needs.
- Children enjoy a rich and varied learning environment which is continually monitored to help promote equality of opportunity. The nursery builds close links with the local community to help children learn about the needs of others and to respect these.
- Staff receive highly precise coaching to help enhance their teaching. Systems to promote their well-being are comprehensive and reviewed as needed, contributing to their excellent practice with children. Managers make exceptionally precise use of information about children's progress to help identify the training needs of individuals and groups of staff.
- Managers and staff strive continually to build further on the existing outstanding practice to support children and their families. Reflection is meticulous for all aspects of provision. The views of parents, staff and children are frequently sought to help drive forward further improvements in quality.

What the setting needs to do to improve further

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

- continue to build on the exceptional partnership working with parents that helps promote children's progress and well-being.

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 spoke with staff and children during the inspection.
- The inspector completed two joint observations with the deputy manager.
- The inspector held a meeting with the managers. She 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, as well as the views of a representative of the local authority.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Managers very closely monitor children's attendance and swiftly seek to ascertain the reason for any absences. They support families to enable children's consistent attendance, contributing to their extremely strong progress. Frequent checks are made on the staff's knowledge of safeguarding procedures and the signs or symptoms of the possible abuse of children. Managers have a highly comprehensive understanding of the locality and the services available for parents to help them promote their children's welfare. The nursery continually seeks to build even more ways for parents to become involved in their children's learning. Staff are strongly supported to gain qualifications at level 3 as a minimum, contributing to the very high standards for children's care and learning.

Quality of teaching, learning and assessment is outstanding

Staff and managers continually strive to enhance the vibrant and interesting experiences that contribute to children's learning. They monitor children's use of different areas and resources to help maximise their learning and develop their interests. For example, when children enjoy play about superheroes, they are encouraged to build towers of bricks as tall as their hero and to count the number they have used. Staff provide an extremely wide range of activities to stimulate children's senses and promote their imaginative play. Children talk about why they are squeezing oranges and lemons to make juice. They develop detailed stories about making food. Staff make highly effective use of this to help children count and to learn new words. Children in pre-school rapidly learn to recognise and link sounds and letters, contributing to an exceptionally firm start in literacy. They help staff to build environments to attract insects and other small animals and learn about the natural world very effectively.

Personal development, behaviour and welfare are outstanding

Children's moves into the nursery and between rooms are exceptionally well supported, providing excellent continuity for their physical and emotional well-being. Parents and other settings praise the highly comprehensive support offered by the nursery when children move on, including to school. Staff implement many ways for children to be independent, developing their self-help skills. Children frequently take part in activities to help them learn the language of feelings and to recognise these in themselves and others. Managers regularly use highly precise methods to check the well-being of children and to monitor staff's practice when promoting their social, emotional and thinking skills.

Outcomes for children are outstanding

All children make excellent progress towards gaining the skills and attributes needed for their next stages in learning. They demonstrate exceptional control over their feelings and behaviour. Children learn to recognise the similarities they share with others and to respect any differences. They enjoy a wealth of activities to help them learn to manage their good health and hygiene, as well as to think about minimising risks. Children are highly confident and motivated learners.

Setting details

Unique reference number	EY234492
Local authority	Wigan
Inspection number	1064342
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 - 8
Total number of places	70
Number of children on roll	85
Name of registered person	Colleen Farrell and Andrew Farrell Partnership
Registered person unique reference number	RP525562
Date of previous inspection	12 August 2013
Telephone number	01942 832662

Little People Aspull was registered in 2002. The nursery opens from Monday to Friday, excluding bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery employs 14 members of childcare staff, of whom four are qualified at level 4 or above and seven have relevant qualifications at level 3. One member of staff is qualified at level 2 and two are unqualified. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

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