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| Inspection date | 24 October 2017 |
| Previous inspection date | 12 February 2014 |

| 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

- The leadership and management of the nursery are inspirational. Managers show an extraordinary dedication and an uncompromising drive to continuously improve the already excellent nursery. Self-evaluation is incisive and leads to targeted improvement plans that have a substantial impact on outcomes for children.
- Monitoring across the whole nursery is extremely rigorous. Managers scrutinise the progress children make, including staff teaching and how they observe, assess and plan for children's development. Emerging gaps are immediately identified and planned for.
- The learning environment, activities and staff's approach to their interactions with children are all equally outstanding. Staff use their expert knowledge to plan and create imaginative and inspired learning experiences for children. Precise and closely moderated assessments inform planning that greatly supports children's progress.
- Partnership working is exemplary. Managers and staff work tirelessly to create an entirely collaborative approach to meeting the needs of the children and their families. Excellent information sharing and developing strong, effective links with all involved make a great impact on raising outcomes for children and closing achievement gaps.
- Children demonstrate particularly positive behaviour. They show high levels of self-control and develop caring friendships. Staff are very well trained in behaviour management and have a deep understanding of the complexity behind some children's behaviours.

What the setting needs to do to improve further

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

- provide children with even more opportunities to develop their already firm sense of safety and taking risks.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the provider, manager and deputy manager of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector discussed the nursery's planning, policies and procedures, and self-evaluation.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Entry to the nursery is extremely secure and risk assessments cover every aspect of the environment. Rigorous recruitment procedures help to ensure all staff are suitable and highly vetted. All staff have a comprehensive understanding of all areas of safeguarding and their individual responsibilities to protect children. Professional development of the staff team is sharply focused and helps to maintain the exceptional quality of teaching already in place. Children who have special educational needs are provided with exceptional support. Staff seamlessly thread information from other professionals into individual plans, creating firm consistency, positively impacting on their all-round development. The manager is currently working on enhancing the already excellent opportunities children have to take risks and learn safe behaviours.

Quality of teaching, learning and assessment is outstanding

Staff are highly skilled at following children's play ideas and maximising opportunities for learning. For example, during play with dough, children talk about making birthday cakes, they count the cakes and understand squashing two together makes one. They roll the dough and recognise they have made a worm shape. Staff suggest they go outside to find some real worms. Staff's expert questioning skills ignite children's learning and help to draw out children's imagination, mathematical understanding, small-muscle movements and excellent communication skills. Parents are widely celebrated as their children's first and most important educators. They contribute to assessments, provide observations from home and are given a wealth of information on their children's learning and the nursery as a whole. Additional funding for children is used exceptionally well. Children greatly benefit from high ratios of staff and specifically targeted resources.

Personal development, behaviour and welfare are outstanding

Highly effective settling-in procedures and the particularly well-established key-person system help to ensure children settle swiftly and develop the confidence to explore and learn. Babies greatly benefit from the strong attachments they build with staff. Children practise and understand excellent hygiene throughout the day and from a young age. They talk about washing the germs from their hands and tell staff they are, 'All clean'. Children learn about diversity in the context of their own experiences. They explore the different houses people live in and enjoy participating in wider cultural celebrations.

Outcomes for children are outstanding

All children make excellent progress. They are articulate communicators who listen extremely well and make valuable contributions to discussions. Babies demonstrate a strong exploratory impulse and develop their senses as they discover a host of different textures. Children who speak English as an additional language receive superb support and enjoy opportunities to play and learn in their home language. Children are widely independent and extremely well prepared in readiness for school.

Setting details

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| Unique reference number | EY466715 |
| Local authority | Lancashire |
| Inspection number | 1102617 |
| 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 - 4 |
| Total number of places | 60 |
| Number of children on roll | 157 |
| Name of registered person | Total Tots Limited |
| Registered person unique reference number | RP911306 |
| Date of previous inspection | 12 February 2014 |
| Telephone number | 01524 414 577 or 01524 411753 |

Total Tots Ltd registered in 2013. The nursery is open each weekday from 7.30am to 6pm, all year round. In total, 20 staff work at the nursery, all of whom hold relevant qualifications. The nursery receives funding to provide free early education for two-, three-, and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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