

Inspection date	19 January 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Children benefit greatly from having warm and trustful relationships with the energetic, thoughtful and caring staff team. Children are happy, settled and display high levels of self-confidence and self-esteem.
- The manager and staff are passionate and committed. They use self-evaluation effectively to highlight any weaknesses in practice. They listen to children and parents and make meaningful changes to the setting.
- Staff support children's communication and language development well. They enthusiastically engage in their play, ask lots of questions and give children time to think, answer and provide their own ideas.
- Children enjoy playing with a wide range of high-quality toys and resources. Staff adapt the learning environments to take account of children's changing interests and ways of learning.
- Partnerships with the host school and other agencies involved in children's learning and care are well established and support transitions and positive outcomes for all children.

It is not yet outstanding because:

- The manager could do more to provide staff with regular incisive feedback to help raise the quality of teaching to the highest levels.
- Staff do not consistently make the most of opportunities to gather and share regular and detailed information with parents about their child's learning and progress.

What the setting needs to do to improve further

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

- review supervision arrangements so staff are provided with incisive feedback on the quality of their teaching so this can be raised to the highest possible levels
- strengthen systems for gathering and sharing information with parents about their child's development and progress and use the information to enhance planning and to support parents to extend their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector held a meeting with the manager, who is the provider. She looked at relevant documents and checked evidence of the suitability of staff working at the setting.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff fully understand their roles and responsibilities to help keep children safe. Policies, procedures and risk assessments are in place and effectively implemented. Recruitment and vetting is robustly managed. Systems for observation, assessment and planning are working well and the quality of these is regularly monitored by the manager. Any required intervention is swiftly implemented. This means all children, including those in receipt of additional funding and those who have special educational needs and/or disabilities, make good progress in their learning. Staff attend some training courses that overall help them to extend their knowledge. For example, recent training on teaching outdoors has led them to re-evaluate the use of some resources. Overall, partnerships with parents are positive. Parents speak very highly of the setting and are extremely happy with all aspects of its practice.

Quality of teaching, learning and assessment is good

Staff provide a wealth of exciting opportunities for children that enhance all areas of their learning. Children develop their literacy and concentration skills as they perceptively listen to a story. They provide a joyful narrative as they recite their favourite lines and excitedly predict what might happen next. Staff build on children's existing skills. For example, outdoors, they re-enact the story and use available resources, such as planks, paper and sheets of plastic to make the bridge and cave from the story. This further supports children's imaginative and creative skills and their critical-thinking skills.

Personal development, behaviour and welfare are good

Flexible and individual settling-in sessions are used well to ease children's and parents' anxieties. Staff are alert to and address children's individual needs. Children's independence is exceptionally well fostered as they instigate their own play and make choices. Children develop an excellent awareness of leading healthy lifestyles. For example, children are able to identify healthy food options and delight in opportunities for regular exercise to remain fit and well. Staff are good role models and children behave well. Children are beginning to have an appreciation of how to keep themselves safe. They handle equipment carefully and remind each other that the mud is slippery.

Outcomes for children are good

Children build important skills that help them with their future learning and in readiness for school, such as being independent during hygiene routines and mealtimes. Additionally, children practise their small-muscle skills and mathematical skills as they hammer wooden shapes onto a board and manipulate a pliable dough. Staff make the most of these opportunities to discuss concepts, such as shape, number and size. Furthermore, these activities help children acquire manual dexterity in their hands, needed for later learning, such as holding a pen and handwriting.

Setting details

Unique reference number	EY493308
Local authority	Lancashire
Inspection number	1025253
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	17
Number of children on roll	24
Name of registered person	Rachael McCluskey
Registered person unique reference number	RP517000
Date of previous inspection	Not applicable
Telephone number	07581235500

Little Saints registered in 2015. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am to 5pm. The nursery employs five members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3. One member of staff holds a level 4 qualification. One member of staff is unqualified. The nursery provides funded early education for three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities.

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