

Elms Private Day Nursery

The Elms, Lowerfold Road, Great Harwood, Blackburn, Lancashire, BB6 7NS



Inspection date	25 January 2018
Previous inspection date	24 July 2014

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

- Children enjoy a rich and varied range of activities that reflects their individual interests and next steps in learning. They confidently choose what they would like to play with and work collaboratively with their friends, showing kindness and respect for others.
- Staff monitor the development of individual children well to ensure that they make good progress in readiness for school. They effectively observe children in their play and identify challenging next steps to stimulate, motivate and enthuse children in their learning.
- Partnerships with parents are good. Parents receive a wealth of information about their child's experiences at nursery. For example, daily communication sheets, newsletters and parents' evenings are used to keep parents fully informed. Parents comment about the homely feel of the nursery and how flexible and supportive staff are.
- The dedicated and passionate manager continuously strives to provide high-quality care and education. Accurate self-evaluation processes include the views of staff, parents and children. Detailed development plans help to ensure ongoing improvements.

It is not yet outstanding because:

- The manager does not make the very best use of her monitoring procedures to analyse and compare the progress of a wider variety of different groups of children, in order to improve outcomes further and support children's rapid progress.
- Occasionally, the pace of questioning and the communication used by staff prevent children from fully developing their thinking skills further.

What the setting needs to do to improve further

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

- extend monitoring procedures to examine a wider variety of different groups of children to help identify and address any discrepancies in children's learning
- support staff to develop their teaching skills further, so that children have consistent opportunities to think and respond to the questions asked.

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 nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's development plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and children during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff fully understand their role and responsibility in protecting children from harm. They are confidently able to recognise the signs and symptoms of abuse and know who to report their concerns to. The manager supports staff to keep their safeguarding training up to date. This is coupled with other training practices, such as first aid, to help to assure children's safety and well-being. The manager encourages staff to develop their knowledge and skills through purposeful supervision meetings. She effectively evaluates the quality of teaching and offers coaching and advice to help make improvements. Recent training around working with babies and young children has helped improve outcomes for younger children.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is good. The qualified and experienced staff team works collaboratively with parents to assess children's capabilities when they first start at the nursery. They use this information successfully to plan engaging, exciting and enjoyable experiences that cover all areas of learning. Children are able to express their ideas as they make dens and retell their favourite stories. Children are supported to develop their early mathematical skills. They recognise colours and shapes as they play with dough and count objects as they build towers. Older children are offered further challenge as they calculate one more and one less and sort groups of objects. As children roll cones down a slope they look at what cone has rolled the furthest.

Personal development, behaviour and welfare are good

Staff are good role models. They are kind and caring and value each child as an individual. Children's behaviour is good. They are supported to listen to each other, share and take turns in a wholly inclusive environment where their emotional well-being is given high regard. Children's self-care and independence are nurtured well. They are encouraged to cut up their own fruit, pour drinks and put on their coats and shoes for outdoor play. There is an abundance of opportunities for children to develop their physical skills. Babies engage in physical activities and are encouraged to use push-along toys and crawl through tunnels. Older children participate in dance lessons and engage in energetic play as they run, hop, skip and jump in the well-resourced garden.

Outcomes for children are good

Children make good progress in their development and demonstrate a positive attitude towards learning. They persevere in new and challenging tasks, supported by staff who continuously offer praise and encouragement. Babies and young children enjoy engaging in sensory play. They make marks with shaving foam and investigate the feel of cereals, fabrics and sand. They are encouraged to explore and investigate and develop their confidence. Older children develop their early literacy skills as they make marks for a purpose and begin to form letters from their names. They join in enthusiastically with their favourite stories and songs, reciting familiar words and phrases.

Setting details

Unique reference number	309297
Local authority	Lancashire
Inspection number	1103568
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	29
Number of children on roll	32
Name of registered person	Glenis Haworth
Registered person unique reference number	RP512206
Date of previous inspection	24 July 2014
Telephone number	01254 887 353

Elms Private Day Nursery registered in 1992. The nursery employs seven members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, three hold qualifications at level 3 and two at level 2. The nursery opens Monday to Friday, all year round from 7.30am to 6pm, except for one week in July and one week at Christmas. The nursery provides funded 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

