

Abc at Ince Children's Centre



Ince Children's Centre, Charles Street, Ince, WIGAN, Lancashire, WN2 2AL

Inspection date	30 January 2018
Previous inspection date	30 April 2015

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

- Many children start at the setting with levels of speech and personal and social development that are less than typical for their age. By the time children leave, they have made good progress given their starting points and are catching up well.
- Staff routinely go above and beyond to help ensure that disadvantaged children and their families are supported to get any additional help they need.
- Staff quickly and accurately identify children who need additional support. Robust links with other professionals are used effectively to develop a swift and shared approach to planning for children's individual needs.
- Children enthusiastically explore and investigate an excellent range of accessible, well-presented play materials that promote continuous learning.
- The manager has created a culture of vigilance, where children's safety and well-being is central to everything the nursery does.
- Positive relationships between staff provide a good model for children to learn about how to behave towards others. Staff continuously promote good behaviour and implement consistent strategies to manage incidents of unwanted behaviour.

It is not yet outstanding because:

- The most-able children in the nursery are not always provided with opportunities that fully extend and challenge their learning to the highest levels.
- Staff do not always make the most of opportunities to work with parents before children start, to help gather precise information about what children already know and can do.

What the setting needs to do to improve further

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

- strengthen planning and teaching so that the most-able children are given further challenges to deepen and extend their learning to the highest level
- strengthen the admission process, to help to support precise assessment and targeted, consistent planning from the outset.

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 and discussed the impact on children's learning with the nursery manager.
- The inspector held meetings with the manager and the special educational needs co-ordinator and spoke to the local authority adviser.
- The inspector checked evidence of the suitability of adults working in the nursery, looked at relevant documentation and discussed the nursery's plans for improvement.
- The inspector spoke to and took account of the views of parents spoken to during the inspection.

Inspector

Vickie Halliwell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a broad understanding of safeguarding issues and work effectively with partner agencies to safeguard children's welfare. Robust vetting and recruitment, alongside systems for checking the continued suitability of staff are implemented. An effective and well-established programme of professional development helps staff to improve their knowledge, understanding and practice. The manager continuously monitors and reviews staff practice. Staff work very effectively as a team. Supported by the manager, experienced well-qualified staff skilfully mentor and support less experienced members of the staff team. The manager has an accurate understanding of where the nursery is most successful. She is committed to providing a good-quality provision and has a clear focus for priorities to secure ongoing improvement.

Quality of teaching, learning and assessment is good

Staff use observation and assessment effectively to deliver activities that take account of what children need to learn next. They routinely reflect on how best to help children in preparation for learning. Staff work closely with parents and relevant professionals, to ensure they tailor the support they offer to meet children's specific learning needs. Parents are well informed about their child's progress and how they can support learning at home. Teaching focuses particularly well on supporting children's personal, social and communication skills. Staff effectively simplify and model language to develop children's understanding and their emerging communication and language skills. Teaching in small groups during well planned key-person sessions, helps to develop important listening and attention skills. For example, children listen carefully before identifying rhyming words. They concentrate to recall which item has been removed while their eyes were shut.

Personal development, behaviour and welfare are good

Children are happy and settled. Nurturing care helps children form secure attachments that promote their emotional well-being. Strong partnerships with parents mean that staff know and understand children's care needs exceptionally well. Self-care skills and personal independence are well promoted. All children benefit from regular opportunities to play outdoors throughout the day. They are very well supported by staff as they choose to test their physical capabilities and embrace new challenges. For example, children cautiously move from balancing at low level to walking along a wide beam that is raised off the floor. Motivated by their success, children are eager to repeat the activity. With increased confidence, they practise and refine this new skill.

Outcomes for children are good

Children typically make good progress in relation to their starting points and are well prepared for the next stage of their education. Children become absorbed as they explore a range of textures that stimulate their senses. They repeatedly return to scoop, pour and mix a range of natural materials. Older children are keen to join in, have a go and find out more. They listen with interest to stories and play with imagination.

Setting details

Unique reference number	EY379185
Local authority	Wigan
Inspection number	1093540
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	23
Number of children on roll	36
Name of registered person	ABC Pre-School Limited
Registered person unique reference number	RP904175
Date of previous inspection	30 April 2015
Telephone number	01942 767503 / 07495 334582

Abc at Ince Children's Centre registered in 2008. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at levels 3 or 4. The nursery opens from Monday to Friday during term time only. Pre-school sessions are from 9am until 3pm. The out-of-school club sessions are from 3pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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