

Inspection date

6 March 2018

Previous inspection date

15 March 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff are good role models who provide children with constant praise and encouragement. Children know what is expected of them, behave well, are happy and settled and have high levels of confidence and self-esteem.
- Staff promote children's communication and language and critical-thinking skills well. They ask children meaningful questions as they play and allow them plenty of time to think and answer and add their own ideas.
- Staff help children to extend their knowledge of the local community and gain an appreciation of how to keep themselves safe outside of the nursery. Children benefit greatly from the wealth of visits and trips organised by the staff.
- Staff help children to gain an understanding of leading a healthy lifestyle. Children enjoy nutritionally balanced meals and snacks and have access to a well-resourced outdoor area.
- Clear and focused self-evaluation shows that there is continuous improvement in the quality of care and education provided for children.

It is not yet outstanding because:

- Some staff do not use information from assessments precisely enough to plan even more individual and challenging next steps for children's learning.
- Staff do not maximise opportunities during some activities and routine times of the day to encourage children to 'have a go', participate fully and build on their existing independence skills.

What the setting needs to do to improve further

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

- enhance the use of assessment information to plan more individual and suitably challenging activities that help children to make rapid progress in their learning
- review how some activities and routine times of the day are carried out to help children 'have a go', participate fully and extend their developing independence.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to the staff and the children throughout the inspection.
- The inspector completed a joint observation with the manager and discussed this with her.
- The inspector held a meeting with the manager, who is also the provider. She looked at relevant documents and checked evidence of the suitability of staff.
- 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 understand their roles and responsibilities to keep children safe. The setting is clean, safe and secure. Recruitment and vetting procedures are robust. Regular and precise monitoring of children's progress is in place. Overall, this is used well by staff to ensure that educational programmes have depth and breadth across the curriculum. This supports children to make continually good progress. The management team is dedicated and has high expectations for the nursery. The manager monitors staff's performance and supports them through effective supervision. Additionally, staff attend a variety of training courses to extend their knowledge and improve their teaching skills. Information is consistently shared with parents and other professionals. This joined-up approach contributes to children's overall well-being and further supports their continued good progress. Additionally, parents attend regular parents' evenings and comment how pleased they are with the progress their children make and that staff are, 'Fantastic'.

Quality of teaching, learning and assessment is good

Staff are well qualified and interact positively with children. Children enjoy sharing their thoughts and ideas with them and invite them to join in their play. Children have good imaginations and use available resources, such as small-world toys and role play, to express their ideas. For instance, as they play with a farm yard they make the animal noises and talk about their favourite animals and where they live. Staff encourage babies to explore using all of their senses. For example, they explore the texture of sand and water and delight as they stroke the pet rabbit. Staff use these activities well to help children understand about the feelings of others. For example, children understand the need to wait their turn and be gentle when handling the rabbit. Additionally, staff extend children's developing vocabulary as they introduce new words, such as 'soft' and 'fluffy'.

Personal development, behaviour and welfare are good

The nursery is a warm, welcoming and nurturing environment. Flexible settle-in sessions are used well by the staff to help children and parents feel comfortable and relaxed. Parents are invited to share relevant information and this is used well by staff to help them form strong bonds with children and parents. Staff support children's emotional well-being as they move between rooms in the nursery and on to other settings, such as school. Children are supported to help develop their physical skills as they play outdoors, go for walks and take part in regular dance and exercise classes.

Outcomes for children are good

Children make good progress, including those who are in receipt of additional funding and those who have special educational needs and/or disabilities. Children have a good range of skills to support them with the next steps in their learning and in readiness for school. For example, they listen perceptively, follow instructions and use maths concepts, such as counting and ordering, confidently as they play.

Setting details

Unique reference number	EY539402
Local authority	Bury
Inspection number	1096813
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 8
Total number of places	68
Number of children on roll	65
Name of registered person	L A Kiddicare Ltd
Registered person unique reference number	RP539401
Date of previous inspection	15 March 2017
Telephone number	07810357113

LA Kiddicare registered in 2016. The setting opens from 8am until 5pm Monday to Friday, all year round, with the exception of bank holidays and Jewish holidays. It currently employs 21 members of staff who work directly with the children. Of these, 17 hold appropriate early years qualifications at levels 2 to 7 and one holds qualified teacher status. The setting provides funded early education for two-, three- and four-year-old children.

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