

St Wilfrid's Nursery Ltd

St. Wilfrids School, St. Wilfrids Terrace, Longridge, PRESTON, PR3 3WQ



Inspection date

28 June 2018

Previous inspection date

20 March 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

- Managers and leaders are ambitious for the success of the nursery. They share a clear and focused vision, 'to ensure that children are happy and have the best possible start in life'. Children are well equipped with the skills they require for their move on to school.
- Staff's friendly, thoughtful and caring natures are filtered through their effective interventions. This helps to inspire children to form special friendships with their peers. For instance, children readily recognise when their friends are less cheerful and initiate their own strategies, such as singing and playing music, to quickly 'cheer them up'.
- Staff value each and every child. They entrust children to carry out responsible tasks, such as becoming the daily snack monitor, to help them to flourish into confident and independent individuals. Children are very thoughtful. They express a sheer desire to help others and often attend to others' needs before attending to their own.
- Staff provide specialist support to children who have special educational needs and/or disabilities. Effective tracking, tailored learning plans and influential meetings help to engage all those involved with each child. This leads to improved outcomes for all children and contributes towards the good progress that they make.

It is not yet outstanding because:

- Although systems to monitor staff performance are in place, these are not robust enough to help all staff to enhance their teaching practice to the very highest levels.
- At times, staff overlook opportunities to advance children's knowledge of the impact that healthy eating practices and effective hygiene routines have on their good health.

What the setting needs to do to improve further

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

- strengthen performance management systems and focus more precisely on monitoring all staff more rigorously and consistently, to apply a sharper emphasis on providing teaching that is of the highest quality
- intervene more swiftly and precisely during everyday routines and help children to gain a greater understanding of the impact that healthy eating practices and effective hygiene routines have on their good health.

Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning and development.
- The inspector conducted a joint observation with the manager during a child-initiated activity outdoors.
- The inspector spoke with staff and children at appropriate times during the inspection. She held a meeting with the provider and with the manager of the nursery.
- The inspector looked at evidence of suitability, records of staff qualifications and training, policies and procedures, health and safety documents, the provider's self-evaluation documents and children's learning files.
- The inspector took account of the views of parents spoken with on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Regular training and updates help to ensure that all staff have a good understanding of the procedures to take to protect children's welfare. Risks are readily identified and minimised. For example, during periods of hot weather staff apply suncream to each child before they play outdoors, to prevent the risk of sunburn. They introduce exhilarating experiences, such as running under a water hose, to help children to remain cool. Recruitment and induction procedures are robust. Staff aspire to extend their good knowledge and expertise through creative, customised and relevant training. Detailed evaluations of practice take account of the needs of children attending. For example, staff provide calm and consistent entry routines that offer increased support to children as they arrive. This helps to create a more tranquil atmosphere.

Quality of teaching, learning and assessment is good

The well-qualified staff tune in to what children know and enjoy and plan activities that engage children's interests and support what they need to learn next. Staff provide exciting opportunities, such as observing a caterpillar change into a butterfly, to enhance children's knowledge of living things and the environment. Children are intrigued by these inviting experiences and readily engage in other activities that complement this learning. For example, they enjoy using various materials, such as wool and card, to create a cocoon and use technology with increasing control to order numbers from one to nine to create a numbered caterpillar. Staff promote good turn-taking skills, to help children to gain a good understanding of the expectations for behaviour. They use effective methods to engage parents in their children's learning within the nursery and at home.

Personal development, behaviour and welfare are good

Key persons form a secure bond with each child. Rewarding strategies, such as encouraging children to become engaging elephants, motivational monkeys and thinking tigers, value their efforts and gives them the confidence to continually persevere and succeed. Staff provide regular opportunities for children to exercise. Meaningful activities, such as weekly swimming sessions, help children to extend their knowledge of keeping themselves safe and equip them with life-long skills for the future. Very good links are formed with the adjoining school. Daily lunches in the school hall and meaningful reception class taster sessions help to provide a seamless transition to school.

Outcomes for children are good

All children make good progress. Children who have special educational needs and/ or disabilities are confident to use signs to communicate simple words and feelings. They enjoy using their senses to explore their natural surroundings. Young children take interest in the sounds that musical instruments make and actively join in with familiar songs and rhymes. Older children form recognisable letters when writing their name and begin to use the language of addition and subtraction during play. Children are happy, motivated and enthusiastic learners who readily take on new challenges.

Setting details

Unique reference number	EY419431
Local authority	Lancashire
Inspection number	1102281
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	46
Name of registered person	St. Wilfrid's Nursery
Registered person unique reference number	RP904161
Date of previous inspection	20 March 2014
Telephone number	01772785255

St Wilfrid's Nursery Ltd registered in 2010. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at levels 3 or 5, including the manager, who holds an appropriate qualification at level 6. The nursery is open Monday to Friday, from 9am to 3.30pm, during term time. The nursery provides funded early education for two- three- and four-year-old children.

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