

Little People of Piccadilly

Piccadilly Road, Burnley, Lancashire, BB11 4PP



Inspection date

9 July 2018

Previous inspection date

13 October 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

- Leaders are committed to the continual development of the nursery to help them maintain good quality provision for children. They continually seek feedback from parents and carers and external consultants and use this to drive improvements.
- Staff provide a rich environment, indoors and outdoors, that is planned well to offer children interest and challenge in all areas of learning.
- There are many long-serving staff who know the children and their families well. Children are happy and settled. They have fun and achieve well.
- A coordinated approach, in partnership with parents and different professionals, helps to ensure strong assessment and supportive provision for children who have special educational needs (SEN) and/or disabilities.
- High priority is given to ensuring that children are emotionally well prepared and develop the key skills they need in readiness for their future move to school.

It is not yet outstanding because:

- There is scope for the nursery to work more effectively with parents to help children make even better progress, particularly in the development of their speaking skills.
- Opportunities for children to develop their listening and attention skills, such as during some story and carpet-time sessions, are sometimes disrupted and hindered by distractions.

What the setting needs to do to improve further

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

- enhance opportunities to help parents to learn more ways to support and guide children's development at home, particularly children's speaking skills
- improve the planning of opportunities to develop children's listening and attention skills.

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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and members of the wider leadership team. She looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including the nursery development plan.
- The inspector toured the premises with the manager and evaluated the effectiveness of risk assessment, including security and the deployment of staff.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Early intervention through effective partnership working helps staff to identify and support the children or families who need it most. High priority is given to ensuring that all staff receive a wide range of health and safety related training, including child protection and paediatric first aid. Risk assessments are effective. Staff are vigilant, particularly regarding security. Staff are safely recruited and all legally required records are comprehensively kept. The nursery manager monitors staff effectively. She systematically checks children's progress and identifies gaps in learning to help staff to improve teaching. Any additional funding received is incisively spent and reviewed. The wider leadership team monitor the quality of the provision at the nursery closely.

Quality of teaching, learning and assessment is good

Staff build strong relationships with parents. They use what parents know to begin to plan how to meet children's care and learning needs. The consistent staff team observe and accurately assess what children can do. They use this information to identify relevant priorities and to plan precisely for individual children's learning. Staff keep parents well informed of children's progress. Staff working with babies give high priority to promoting children's physical and communication skills. They provide many interesting opportunities for moving and handling objects, for example, baskets filled with natural items which stimulate babies' senses. Staff model possibilities for learning. Babies copy their actions and achieve new skills. They repeat new learning as they explore independently. Staff working with pre-school children build on this teaching further. They model how to blend and segment letter sounds and how to correctly form letters to write children's names.

Personal development, behaviour and welfare are good

This is an inclusive nursery. Everyone says they feel welcome. All children, including those with SEN and or/disabilities are valued and 'fully included in everything they do'. The key person system is strong and children who are new to the nursery settle quickly. They show how safe they feel as they confidently explore the interesting learning environment and make choices about the resources they want to use. Older children collaborate to reach for the toys they want from open shelves and they use narrative to enhance their imaginative play together. Staff successfully organise mealtimes to help children to develop coordination and independence. They use some effective strategies to help children understand and manage their feelings and behaviour.

Outcomes for children are good

Children who start nursery with lower skills and abilities, particularly in speaking, catch up well. Staff support all children to make good progress. Babies develop early independence and are highly motivated to be involved and have a go with the interesting exploratory experiences that staff provide. By the time they leave pre-school, children think and learn independently. They recognise their own names and often the names of friends. They are beginning to use writing tools precisely and they ascribe meaning to the marks they make as they draw. Children seek out special friends to play and they collaborate to fulfil their ideas. They have fun together and achieve well.

Setting details

Unique reference number	EY293778
Local authority	Lancashire
Inspection number	1137559
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	71
Number of children on roll	76
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Date of previous inspection	13 October 2014
Telephone number	01282 411950

Little People of Piccadilly registered in 2007. The nursery operates under the company name of Just Childcare Limited. The nursery employs 14 members of childcare staff all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.15am until 6pm and children attend for a variety of these. There are currently 76 children on roll who are in the early years age group. The nursery receives funding for the provision of free 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

