

Adlington Community Nursery

Adlington Community Centre, Railway Road, Adlington, CHORLEY,
Lancashire PR6 9RF



Inspection date	11 September 2018
Previous inspection date	25 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff form secure and trusting bonds with children and their families from the outset. Children, including those who are new to the nursery settle quickly and demonstrate that they feel emotionally secure in their surroundings.
- Staff observe children and make regular and precise assessments of their progress. They use this information and children's individual interests well, to plan a wide range of exciting and fun activities. This help to ensure children meet the next steps in their learning.
- Staff are excellent role models. They encourage children to be kind and courteous with each other. Children clearly demonstrate their understanding of expected behaviour. They share, take turns and have good manners. Staff provide constant praise for their efforts. This gives children a real sense of achievement.
- Partnerships with other professionals involved in children's learning and care are firmly established. Staff act quickly to address any concerns and implement robust procedures to meet children's individual needs and help them make the best possible progress.
- Children are encouraged to be physically active and lead a healthy lifestyle.

It is not yet outstanding because:

- Procedures for gathering and sharing information with parents about children's learning and development are not consistently implemented by all staff to help children to make the best possible progress.
- Although, overall, supervision sessions support staff to maintain their professional development, the manager does not yet provide them with individual and incisive feedback about their teaching to raise this to the highest possible levels.

What the setting needs to do to improve further

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

- review supervision arrangements so staff are provided with incisive feedback on the quality of their teaching so this can be raised to the highest possible levels
- strengthen systems for gathering and sharing information with parents about their child's development and progress, and use the information to enhance planning and to support parents to extend their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning and development.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector completed a joint observation with the nursery manager and discussed this with her.
- The inspector held a meeting with the manager. She looked at relevant documents and checked evidence of the suitability of staff.
- The inspector spoke to some parents and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of what to do if they are concerned about the safety or welfare of a child and know who to contact. The setting is safe and secure, and recruitment procedures are robust. The dedicated management team regularly seeks the views of children and parents to set priorities for improvement. Staff are encouraged to attend courses to maintain their professional development. The manager and staff closely monitor the progress made by individual children and act quickly to address any gaps in learning. For example, they have extended resources and implemented activities, to successfully raise the progress made by children in mathematics. Funding is used effectively to maximise individual potential and raise outcomes for all children.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. Overall, they interact positively with children and enthusiastically take part in their play. Children enjoy sharing their thoughts and ideas with staff and have active imaginations. They confidently use the available resources to reflect on their own experiences. For example, they use the blocks to make a pretend car. Staff engage in meaningful conversations with children, they listen carefully and allow them time to think and respond. Staff encourage children to think critically and solve problems. For instance, children work together to find the correct shaped blocks to make a tower. Staff make good use of these opportunities to extend children's mathematical skills. They talk to children about concepts, such as 'tall' and 'short'. Additionally, children count the blocks, estimate how many more they need and predict how many blocks it will take for the tower to fall.

Personal development, behaviour and welfare are good

Independence and self-care are effectively promoted. Children are encouraged to manage their own personal hygiene needs according to their age and stage of development. Additionally, they demonstrate their good independence as they put on their own coats and shoes and help staff with tasks, such as setting the table and cleaning away. Children demonstrate pride in their achievements as they confidently fulfil their roles. Staff help children to gain an understanding of keeping themselves safe. For example, children know to hold the handrail when they use the stairs. The warm and welcoming learning environment is organised to help children make independent choices in their play. Children are motivated and eager to learn.

Outcomes for children are good

Children are gaining the skills needed to be ready for their future learning and school. They listen perceptively during circle-time activities and confidently talk about their favourite things and home life. Children are curious, ask questions and demonstrate patience. They develop excellent social skills as they work together to problem solve and share their ideas. Children who have special educational needs and/or disabilities and those in receipt of the early years funding are well supported and make consistent progress.

Setting details

Unique reference number	EY388234
Local authority	Lancashire
Inspection number	10059809
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	40
Name of registered person	Adlington Community Nursery
Registered person unique reference number	RP528725
Date of previous inspection	25 June 2014
Telephone number	01257 483479

Adlington Community Nursery registered in 1992. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am until 3pm. The nursery employs six members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3 and above. The nursery provides funded early education for two-, three- and four-year-old children.

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