

# St. Andrew's Nursery Group

St Andrews Ce Infant School, Leyland PR25 1JL



<b>Inspection date</b>	18 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Outstanding	1
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Outcomes for children	Good	2
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## Summary of key findings for parents

### The provision is good

- Leaders and staff are passionate, ambitious and dedicated to providing a high-quality learning and development experience for all children attending the setting. The provider's self-evaluation is accurate and thorough. They have identified relevant priorities for improvement.
- The excellent organisation of resources help the youngest children to manage tasks with superb levels of independence, such as pouring drinks, choosing healthy foods and clearing plates. This helps to stand them in excellent stead for their eventual move on to school.
- Staff place high importance on identifying and planning for children's individual needs, including children who speak English as an additional language and those who have special educational needs and/or disabilities. All children make good progress from their starting points.
- Staff successfully involve parents in their children's learning and systems to share information are extremely effective. For example, parents routinely inform staff of children's learning at home, which staff use very well in children's assessments and planning for their next steps.
- There is an effective two-way exchange of information with health professionals, local schools and other early years providers involved in the children's lives. This helps children to benefit from strong continuity in their care and education.

### It is not yet outstanding because:

- Occasionally, staff do not fully maximise all opportunities to further enhance children's learning in the outdoor environment.
- Systems to enhance the monitoring of staff are not yet developed or targeted well enough to clearly identify how all staff can raise the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- increase even further the opportunities for children that help to extend their learning in the outdoor environment
- build on the good systems introduced for monitoring and supporting staff, to enrich practice and enhance outcomes for children further.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke with a number of parents during the inspection and took account of their views.

**Inspector**  
Suzy Marsh

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff attend courses in child protection and show a secure knowledge of the action to take should they have any concerns about a child's welfare. Daily checks of the environment help to ensure it remains a safe place for children. Staff continually reflect on their activity with children and respond well to their changing needs and interests. Staff are well qualified and keen to continue to keep their knowledge up to date. The manager carefully targets future professional development for all staff. For example, recent mathematics training has been used well by staff, who make the most of opportunities to engage children in counting and calculating during their play.

### Quality of teaching, learning and assessment is good

Staff complete regular and precise observations and assessments of children's learning and development. They observe children's play and plan personalised activities and experiences to help further progression. Staff engage well with children and respond effectively to their interests. For example, staff ask children questions about their dough models and encourage them to describe the textures and shapes. This helps to extend children's communication and language skills. Staff use effective teaching to support children who have special educational needs (SEN) and/or disabilities. For example, they follow well-structured routines and repeat familiar activities with children to strengthen their concentration skills and understanding of instructions.

### Personal development, behaviour and welfare are outstanding

Children have a highly nurturing settling-in experience and develop an excellent bond with their key person. Children's behaviour is exemplary. Staff are excellent role models and teach children to respect one another and value individuality and diversity. They support two-year-olds exceptionally well to help them to share resources when they fill and empty containers in the water tray. Lunch time is an extremely sociable time. Staff ensure this time is used to talk to children about what they have been doing at home. Children have opportunities to care for living creatures, such as chicks and caterpillars. They all come together in delight to watch the eggs hatch.

### Outcomes for children are good

All children make good progress in their learning, given their varying age or capabilities. The manager monitors children's development and has an overview of the progress that each child makes. She also monitors the progress of different groups of children, so that all children, including those in receipt of early education funding, are benefiting from good quality teaching. As a result, children are developing great levels of resilience and positive attitudes that will help prepare them for their move on to school.

## Setting details

<b>Unique reference number</b>	EY536541
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10077094
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	St. Andrew's Nursery Group CIO
<b>Registered person unique reference number</b>	RP536540
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01772 423339

St. Andrew's Nursery Group registered in 2016. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 2, including one with early years professional status, one with early years teacher status, one with level 5 and one with level 4. Four staff hold a qualification at level 3. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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