

# Little People of Habergham

Padiham Road, Burnley, Lancashire BB12 6PA



<b>Inspection date</b>	2 October 2018
Previous inspection date	16 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager and experienced leadership team are passionate about providing children and families with the best possible early years provision. They reflect well on their practice and are committed to continue to raise the good quality.
- Children of all ages are inquisitive and curious learners. They enjoy interesting activities and experiences. Staff observe children's learning and monitor their development. Overall, all children including those who speak English as an additional language, make at least typical progress from their skills and capabilities on entry.
- Partnership with parents is a key strength. Parents are extremely happy with children's care and learning. They comment that they are regularly updated with children's progress. For example, through online communication and detailed assessment records.
- The key-person system is effective. Transition arrangements are strong. Caring staff take time to get to know all children and families. Children settle well in the welcoming and homely environment. They display a strong level of emotional well-being and confidence and are very happy.

### It is not yet outstanding because:

- Staff do not always organise group activities well enough to fully engage all children and challenge their individual learning further.
- The system for staff support and mentoring is not yet fully embedded to help staff to achieve outstanding rather than good teaching.

## What the setting needs to do to improve further

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

- focus more closely on involving all children during group activities and supporting their individual next steps in learning to help them to make the very best progress possible
- embed the newly introduced systems for staff support that help them to strengthen their good teaching skills further.

### Inspection activities

- The inspector had a tour of all areas of the nursery. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager, regional manager and safeguarding and compliance manager. The inspector carried out an evaluation of teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures and children's records, reviewed the nursery's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

### Inspector

Layla Davies

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders ensure that staff are trained in child protection procedures. All staff know what to do should they have a concern about children's welfare. Detailed policies and procedures are embedded and understood. Children are safe and protected. For example, daily risk assessments are completed. This helps staff to identify and minimise any potential risk and allows children to play and explore safely. Leaders provide good support and regular training for staff. Overall, this helps them to enhance their knowledge and skills. Staff have recently completed training to help them provide a more enabling environment and also to support children's mathematical awareness. This has helped staff to continue to meet children's care and learning needs.

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

Well-qualified staff use their knowledge generally well to plan experiences that ignite children's enthusiasm to learn. Staff use every opportunity to promote mathematical awareness. They use mathematical language, such as 'more', 'big' and 'small' as children measure ingredients to make dough. Two-year-old children explain they are adding 'more water' as they measure the quantity of flour using weighing scales. Children count the number of scoops as they fill bowls with soil. Staff introduce new words as children play. Staff provide a narrative and model correct language. This helps all children to develop good speaking skills and they communicate well. Children have many opportunities to experiment with different textures. They explore materials, such as ice with their hands, crunch silver foil with their fingers and delight in making mud pies using soil and sand. This contributes towards their strong exploratory impulses and sensory development.

### Personal development, behaviour and welfare are good

Children demonstrate a strong sense of belonging and self-esteem. Older children are extremely self-aware. For example, they look at a large mirror and draw self-portraits. They positively describe their own features and eloquently discuss their eye and hair colour. Staff help to support children's physical health and well-being. Children enjoy a healthy diet and have daily opportunities to play outdoors. Children develop good physical skills and confidence. They are eager and willingly try out challenging activities and take some well-supervised risks. For example, they skilfully climb and balance on large equipment outdoors. Staff are positive role models who genuinely appear to enjoy their time with the children. Children's efforts are praised and behaviour is good.

### Outcomes for children are good

Children, including those in receipt of additional funding develop well from their starting points. They arrive happy and confidently lead their own play. For example, babies separate from parents with ease and make independent choices from appealing sensory materials and lights. Younger children interact positively with their older peers. For example, they play happily together outdoors. Children demonstrate good literacy skills. Staff encourage two-year-old children to make marks in interesting ways. For example, using chalk, water and paint. Older children form letters and practise writing their name. This helps them to be prepared for future learning in school.

## Setting details

<b>Unique reference number</b>	EY293784
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10070774
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	48
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Just Childcare Limited
<b>Registered person unique reference number</b>	RP900954
<b>Date of previous inspection</b>	16 April 2014
<b>Telephone number</b>	01282 774422

Little People of Habergham registered in 2004. The nursery opens, Monday to Friday, 7.15am to 6pm, excluding Good Friday, Easter Monday and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 13 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 4, nine staff hold appropriate early years qualifications at level 3 and one member of staff holds an appropriate early years qualification at level 2.

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