

Little Achievers Nursery in the Park

Park Childrens Centre, Barnes Road, SKELMERDALE, Lancashire WN8
8HN



Inspection date	4 October 2018
Previous inspection date	19 November 2015

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

- The owner works closely with her management team to provide high-quality education and care. Staff are well qualified, motivated and enthusiastic. They work together to embed new initiatives, which have a very positive impact on practice.
- Teaching is good. Staff have a deep understanding of the early years curriculum and how children learn. They ensure that children have access to engaging and developmentally appropriate activities and experiences, wherever they choose to play.
- Practice is inclusive, and staff clearly value each child. Children who speak English as an additional language and children who have special educational needs and/or disabilities are very well supported. Staff work effectively with other professionals to ensure that any interventions are swift and that teaching meets children's specific needs.
- Staff work with parents when children start in the setting. They gather information about children's care needs, likes and dislikes. This enables staff to follow home care routines and plan for children's interests. Children settle very well, as a result.
- Parents are delighted with the service they receive. They appreciate the excellent communication with their child's key person, at drop-off and pick-up times. Parents feel involved and know what to do to support children's learning at home.
- The setting is kept secure at all times. Staff are deployed well to maintain correct ratios. All staff have paediatric first-aid training. Risk assessments are used to reduce hazards. These measures help to keep children safe, wherever they are in the setting.

It is not yet outstanding because:

- Although there is a range of high-quality texts in each room, these are not always easily accessible, where children choose to play.
- Occasionally, staff do not encourage children to solve problems as they play.

What the setting needs to do to improve further

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

- enhance the learning environment even further and ensure that texts are always available for children to access, wherever they choose to play
- extend opportunities for children to think about and solve problems that arise as they play.

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 deputy lead professional.
- The inspector held a meeting with the deputy lead professional and spoke to the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. A robust range of policies and procedures is in place and followed by all staff. Staff know what to do if there is an allegation made against a member of staff and are quick to act if they have concerns about a child's welfare or development. Very good systems are in place for the safe recruitment, induction and ongoing supervision of staff. Staff closely track the progress of individuals and groups of children, and ensure that any gaps in their learning are planned for. The views of children and parents are sought as part of development planning. All staff are committed to continuous improvement.

Quality of teaching, learning and assessment is good

Staff support every child to progress well from their unique starting points. Staff make accurate assessments of children's attainment and help them to achieve their next steps in learning. Children become confident communicators. Staff value their utterances and use stories, songs and rhymes well to engage and involve children in small and large groups. Staff play alongside children, helping them to learn new words and how to engage in conversations. Children develop an understanding of numbers, space, shapes and measures. They build structures, use measuring equipment and talk about size and weight. In all areas of the provision, children can make marks and develop early writing skills. Staff help children to develop their imaginations and build on their own experiences. Children learn to recognise and celebrate similarities and differences.

Personal development, behaviour and welfare are good

Staff warmly welcome families as they arrive at the setting. The attractive, inviting learning environment helps to ensure that children are quickly engrossed in play. Children spend long periods investigating and exploring the indoor and outdoor areas. They enjoy regular visits to the woods, where they connect with nature and learn about living things. Staff support children to develop resilience and a positive attitude to learning. Staff are excellent role models, who have high expectations of all children. They use praise appropriately, value and celebrate children's achievements. Children respond very well to this and their behaviour is excellent. They show kindness and consideration for others, begin to share and take turns. Children learn to make healthy choices. Meals are balanced and nutritious. There are opportunities for children of all ages to play and eat together. This helps to create a real family feel in the setting.

Outcomes for children are good

All children make at least good progress in their learning. They become increasingly independent and make choices as they play. Outside, older children experiment with early science, making lotions and potions. They demonstrate their strong teamwork as they cooperate and help each other. Younger children show good physical skills as they manipulate dough, confidently using a range of tools to make patterns and shapes. Babies excitedly explore a range of sensory materials as they engage with staff and their peers. Children develop the skills and knowledge they need to cope very well when they move on to school, or the next stage in their learning.

Setting details

Unique reference number	EY432679
Local authority	Lancashire
Inspection number	10064181
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	52
Number of children on roll	48
Name of registered person	Rosy Apple Childcare Limited
Registered person unique reference number	RP900898
Date of previous inspection	19 November 2015
Telephone number	01695 557 320

Little Achievers Nursery in the Park registered in 2011. The setting employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one at level 5 and one at level 6. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded 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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

