

# Anderton Day Nursery

St Josephs Old School, Bolton Road, Anderton PR6 9LX



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 12 October 2018 |
| Previous inspection date | 20 August 2015  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|---|-------------------------|-----------------------------|----------|
|   | Previous inspection:    | Good                        | 2        |
| Effectiveness of leadership and management                    |                         | Requires improvement        | 3        |
| Quality of teaching, learning and assessment                  |                         | Requires improvement        | 3        |
| Personal development, behaviour and welfare                   |                         | Requires improvement        | 3        |
| Outcomes for children   |                         | Requires improvement        | 3        |

## Summary of key findings for parents

### **The provision requires improvement. It is not yet good because:**

- The management team does not ensure that staff in the baby room are deployed effectively to consistently meet the needs of all children and therefore some babies are unsettled and some are not actively engaged in purposeful learning.
- The management team does not use effective methods to rigorously monitor staff practice, particularly in the baby room, to promptly identify and respond to weaknesses in the quality of teaching and learning to ensure that it is consistently at a good level.
- The management team does not always ensure that identified actions are addressed in a timely manner.

### **It has the following strengths**

- Staff establish positive partnership working with parents and other professionals. This helps promote continuity in children's learning and development.
- Staff make regular observations of children's learning and identify what they need to learn next. The majority of children, particularly the older ones, are eager to join in the exciting learning opportunities that are planned well to promote interest and challenge.
- Older children are confident, self-assured and independent learners. They settle in quickly and play cooperatively with their peers. This supports children's physical and emotional well-being.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

|  | Due date   |
|--|------------|
| improve staff deployment in the baby room to meet each child's individual care and learning needs more consistently and effectively  | 12/11/2018 |
| improve the methods used to monitor staff practice and performance, particularly those working with babies, to promptly recognise and respond to weaknesses in the quality of teaching and learning to ensure that it is consistently at a good level. | 12/11/2018 |

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

- ensure that self-evaluation is effective and identified actions are addressed in a timely manner.

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

**Inspector**  
Cath Palser

## Inspection findings

### Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have a robust understanding of child protection issues. They understand the procedures to follow should they have concerns a child is being abused. Additional funding is used effectively. For example, the management team has invested in new resources to promote children's behaviour, communication and language skills. The management team has an ongoing programme of staff training to help staff to improve their knowledge and skills. For example, following training, staff caring for older children understand how to effectively promote children's critical-thinking skills. However, staff in the baby room do not receive consistently effective supervision and support to help them to improve their practice. The deployment of staff, specifically in the baby room, is not consistently good. This has a negative effect on some of the youngest children's confidence, self-assurance and learning experiences. The management team regularly seek the views of staff, parents and children, however they do not address all relevant actions in a timely manner.

### Quality of teaching, learning and assessment requires improvement

Older children listen attentively to favourite stories and join in with familiar phrases. They play and experiment with enthusiasm and imagination. Children recreate stick houses and make food for the characters in the story. They see how high the leaves they throw are carried in the wind. Staff follow children's interests and use a good range of teaching strategies to stimulate older children's learning. For example, they effectively model, demonstrate and ask children questions to check their understanding and promote their problem-solving skills. This helps children to develop the skills for future learning. However, the quality of teaching varies due to weaknesses in staff deployment. Staff do not consistently promote babies' learning effectively. They do not always respond to their communications or engage them in purposeful learning.

### Personal development, behaviour and welfare require improvement

Staff do not plan effectively to meet the needs of all children. They are not always responsive to younger children's needs, communications and interactions. This means that some of the younger children do not settle in well and others become bored. Older children learn to keep themselves safe. They negotiate carefully around other children as they pedal the tricycles and use scissors and knives with care. Staff create a calm and sociable environment as children eat their meals and learn to make healthy choices. They are good models and give clear explanations of expectations and as a result, children behave well.

### Outcomes for children require improvement

The weakness in staff deployment and the quality of teaching do not help children to consistently make good progress in their learning. Most children explore the environment with confidence, showing a strong sense of belonging. Older children are eager to join in with activities. They contribute their own ideas and talk about their experiences. On the whole, children are active learners and develop good concentration skills. However, due to weaknesses in staff deployment, some younger children lose interest and others do not settle well.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 309213  |
| <b>Local authority</b>                           | Lancashire  |
| <b>Inspection number</b>                         | 10064116  |
| <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 - 11  |
| <b>Total number of places</b>                    | 80  |
| <b>Number of children on roll</b>                | 90  |
| <b>Name of registered person</b>                 | Anderton Day Nursery Limited  |
| <b>Registered person unique reference number</b> | RP554757  |
| <b>Date of previous inspection</b>               | 20 August 2015  |
| <b>Telephone number</b>                          | 01257 474211  |

Anderton Day Nursery registered in 1992. The nursery employs 25 members of childcare staff. Of these, 22 hold appropriate early years qualifications to at least level 2, including one with early years professional status, 14 staff members hold a qualification at level 3, one holds a qualification at level 4, one holds a level 5 and two hold a qualification at level 6. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs and/or disabilities.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

