

# Earby Springfield Nursery and Extended Childcare Services

Earby Springfield Primary School, Bailey Street, Earby, Barnoldswick,  
Lancashire BB18 6SJ

<b>Inspection date</b>	23 November 2018
Previous inspection date	15 September 2015

<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

### This provision is good

- The dedicated provider and the passionate manager work extremely hard to meet the needs of children and their families. A strong emphasis is placed on joining up services and working in partnerships with parents, the host school and the local authority. This supports them to deliver good-quality childcare and improve outcomes for children.
- Children who require additional support are quickly identified and swift action is taken by staff to ensure they receive the best possible support. Overall, staff implement targeted learning plans to help children achieve the next steps in their learning.
- The management and staff team works extremely hard to maintain excellent partnerships with parents. There are effective systems in place to ensure parents are kept fully informed of their child's progress and how to support learning at home.
- Children are encouraged to be physically active and lead a healthy lifestyle. They play outdoors every day and take part in weekly activities in the natural environment at the host school. These support children to take appropriate risks and challenges and develop their understanding of the natural world.
- Children take part in enjoyable activities that support them to develop their independence and self-help skills. For example, serving themselves at snack, dressing and putting on and fastening their own coats.
- Staff do not fully consider the different and unique ways in which some children prefer to learn and further enhance planning that helps children make even better progress.
- The professional development of staff does not yet focus strongly enough on raising the quality of their practice to an outstanding level.

## What the setting needs to do to improve further

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

- develop in more detail the different and unique ways in which some children prefer to learn and enhance planning and shape teaching to support them to make even better progress
- develop the current programme of continuous professional development to ensure all staff receive incisive feedback on the quality of their teaching and provide further opportunities to extend their knowledge and skills to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke to the staff and the children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector spoke to a number of parents and carers and took account of their views.

#### Inspector

Donna Birch

## Inspection findings

### Effectiveness of leadership and management is good

The nursery premises are safe, secure and fit for purpose. Each room has been carefully planned to meet the play and learning needs of all children. Staff supervise children well and are deployed effectively across the nursery. Risk assessments are robust. Staff carry out daily health and safety checks and know how to minimise potential hazards and risks in the environment. The arrangements for safeguarding are effective. All staff have a suitable knowledge and understanding of how to keep children safe from abuse and harm. Overall, staff receive appropriate support, guidance and coaching during supervision and appraisal meetings. Parents comment they are happy with all aspects of the nursery and say that staff are 'great' and 'very supportive'.

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

The quality of staff's teaching is good. They enthusiastically engage with children and help motivate them in their learning. Children develop good listening and attention skills. For example, they follow staff's instructions during activities and during routine times of the day. Children practise their literacy skills as they use pens and pencils to draw pictures of their families and write their own names. Staff sound out words to help children begin to blend sounds and identify the letters in their name. Staff support children to develop their mathematical and physical skills. For example, older children carefully thread cereal hoops onto pipe cleaners. They count out how many they have and predict how many more they need. Younger children enjoy the freedom of playing outdoors. They develop their hand-to-eye coordination as they play with newly introduced resources, such as bubbles. They carefully dip the stick into the bubble mixture, blow their own bubbles and count out how many they have made.

### Personal development, behaviour and welfare are good

Meals provided for children are nutritionally balanced and take into account their individual dietary requirements. Children are valued and made to feel welcome. They display high levels of confidence and self-esteem and confidently engage with visitors to the nursery. Settling-in sessions are used well to ensure that there is a smooth move from home and as they move between rooms in the nursery. These help promote children's personal, social and emotional development. Staff are good role models who treat children with kindness and respect. They are attentive to children's individual needs and provide them with constant praise and encouragement. Children behave well given their age and stage of development.

### Outcomes for children are good

Effective monitoring of the educational programs by the manager means that any emerging gaps in children's learning are quickly identified and addressed. All children, including those who are funded or have special educational needs and/or disabilities, make consistently good progress and gain the skills needed for future learning and school. For example, children manage their own personal hygiene and are extremely polite and well mannered.

## Setting details

<b>Unique reference number</b>	EY273971
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10064143
<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>	2 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Earby Springfield Nursery and Extended Childcare Services Committee
<b>Registered person unique reference number</b>	RP521844
<b>Date of previous inspection</b>	15 September 2015
<b>Telephone number</b>	01282 843598

Earby Springfield Nursery and Extended Childcare Services registered in 2007. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery opens term time. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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