

Haslingden Community Link



Bury Road, Haslingden, Rossendale, Lancashire BB4 5PG

Inspection date	27 November 2018
Previous inspection date	14 September 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

This provision is good

- Children are well cared for in this warm and friendly nursery. Staff know children well and this helps them to settle quickly. Children are happy, confident and have a good sense of belonging.
- Staff have a good understanding of child development. They interact positively with children during play. For example, they join in with role play, making suggestions and asking questions to develop children's creativity and imagination well.
- There are good partnerships with professionals. For example, staff make good use of the knowledge and expertise of speech therapists to help them to support children who need extra help with their communication and language skills. All children, including those with additional needs, make good progress from their starting points.
- The management team regularly monitors and evaluates the provision. The new management team has worked hard to manage recent changes in the staff team effectively, to maintain a consistent service for staff, children and families.
- The nursery is very well equipped. A wide range of good-quality, interesting resources is easily accessible. This means that children are eager to join in and are able to confidently make choices to lead their own play. For example, babies explore natural objects and pretend to make meals for staff and baby dolls.
- Parents value the service that they receive. They are complimentary of the close relationships that key people build with their children and the communication that they receive.
- There are fewer opportunities for children to develop their interests and skills when exploring technology.
- The newly appointed manager does not yet fully evaluate and monitor all areas of the nursery to ensure teaching and learning are at 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 opportunities for children to explore technology during their play
- embed further the systems for monitoring to ensure that all areas of the nursery are working at the highest level.

Inspection activities

- The inspector held a meeting with the centre manager, nursery manager and deputy manager and carried out an evaluation of teaching with the deputy manager.
- The inspector toured all areas of the nursery. She observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as policies and procedures, risk assessments and children's records, discussed the nursery's self-evaluation and checked evidence of the suitability of staff.
- The inspector spoke to children and parents, and took account of their views.

Inspector

Liz Fortune-Price

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team uses thorough procedures to ensure the safe recruitment of staff. For example, all staff undergo suitability checks prior to them working with children. Staff demonstrate a good knowledge of the signs and symptoms that may give them cause for concern. They know what action to take to promote children's safety and welfare. The manager is well qualified and has high expectations of what staff and children can achieve. Staff are well trained in child protection and all of them have first-aid qualifications. The staff team now meets regularly to discuss concerns, children's progress and ideas on how the nursery can be improved. This ensures a whole team approach to self-evaluation.

Quality of teaching, learning and assessment is good

Partnerships with parents are good. Parents provide regular information regarding their children's learning at home to support starting points and ongoing assessments. Staff have a clear understanding of the individual needs of children, and personalised next steps for learning ensure there is a continual approach. Effective monitoring of children's progress helps to identify any gaps in learning. The manager uses this information effectively to help her make improvements to children's learning experiences. For example, staff plan to implement a new communication scheme to support early language acquisition. Staff engage children in meaningful conversations to extend their vocabulary, using extended questioning to help children to think for themselves. This helps children prepare for school. For example, during snack time children learn about where fruit and vegetables come from and effective ways to cut them up. Children are taught to respect each other because staff are positive role models. For example, staff seek permission from babies prior to changing their nappies and older children say 'please' and 'thank you' during their play.

Personal development, behaviour and welfare are good

Children behave well because staff are consistent and clear in their approach to helping them to understand the high expectations. For example, staff talk to children about how their actions have made others feel. Children enjoy healthy meals and snacks and have good opportunities to be physically active. For example, toddlers use wheeled toys and barrows in the large, secure outdoor area to further develop their physical skills. Children are developing their independence. The youngest children begin to feed themselves and brush their own teeth, while older children wash their hands and manage hygiene routines well. Transition through the nursery depends on each child's stage of development and emotional security. This ensures that children's well-being and learning are planned for equally.

Outcomes for children are good

The range of learning opportunities ensures that children are well prepared for the next stage of their learning. For example, babies develop secure emotional attachments to responsive staff. Older children develop good small-muscle skills. For example, they use scissors confidently to create Christmas collages. Children are active learners who enjoy their time within the welcoming environment.

Setting details

Unique reference number	309835
Local authority	Lancashire
Inspection number	10064130
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 - 4
Total number of places	91
Number of children on roll	72
Name of registered person	Haslingden Community Link
Registered person unique reference number	RP518537
Date of previous inspection	14 September 2015
Telephone number	01706 230116

Haslingden Community Link registered in 2000. The nursery opens from Monday to Friday, all year round. 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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