

<b>Inspection date</b>	14 December 2018
Previous inspection date	16 January 2017

<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

- A strong leadership and management team use the views of staff, children and parents to evaluate effectively and make improvements. Currently, they are seeking children's views on how to develop the outdoor areas.
- A knowledgeable coordinator with a wealth of experience effectively supports staff to meet the needs of children with special educational needs and/or disabilities (SEND). Staff work well with other professionals and parents to help children to make good progress in their learning.
- Children behave well. They are emotionally secure, confident and keen to learn. They make good progress in readiness for school.
- Staff promote children's speaking, listening and literacy skills particularly well. They introduce new words and model correct use of language as babies and children play. Staff also use books effectively to spark children's interest in a wide range of learning.
- Staff effectively promote children's physical skills. They provide a range of activities indoors and outdoors to help children to develop good coordination as they play.
- Although many staff are highly qualified, ongoing training is not matched closely enough to some staff's practice to help to promote the very best outcomes for children.
- Staff do not effectively encourage some parents to provide detailed ongoing information about what their children can do at home to support assessment and learning.

## What the setting needs to do to improve further

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

- build on the professional development opportunities for staff and review the impact of these on promoting the very best outcomes for children
- extend opportunities for parents to provide information about their child's learning at home to support ongoing assessment.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, area manager and provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of staff, children and parents spoken to on the day and from information included in the nursery's own surveys.

**Inspector**  
Lynne Naylor

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Strong recruitment, vetting, induction and supervision procedures help to ensure staff's suitability to work with children. The management team ask staff daily questions about child protection and wider safeguarding issues. This helps to keep staff's knowledge refreshed and identify where further training is required. Required staffing ratios are met and staff place themselves well to supervise children. Staff work well with parents, notifying them promptly if children become ill or have had an accident. Well-maintained records include logs of attendance, accidents and complaints. A number of improvements have been made since the last inspection. Following a move to the ground floor, two-year-old children benefit from additional space and direct access to the outdoor area. Small groups of pre-school children enjoy using a room on the first floor which has been developed with a focus on getting children ready for school.

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

Parents provide detailed information about what their children can do before they start nursery. They comment that they are well informed about their child's development through an electronic system and regular meetings. The well-qualified staff team know children well. They observe, assess and track children's progress. The management team check the assessments to help to ensure that parents receive accurate information about their child. They also analyse the progress made by individual and groups of children to help to identify any emerging gaps and close them. Staff help children to develop a good understanding of the world in a wide range of ways. Children talk knowledgeably about recycling. They keenly explore and investigate items, including shells, an old radio and a fan. They sit in the garden hide to look at birds and squirrels through binoculars.

### Personal development, behaviour and welfare are good

Staff work effectively with parents to meet children's care needs. Children develop good self-care skills and independence skills. They are adept at changing to and from their shoes, slippers and wellingtons as they move between indoors and outdoors. Staff check that children are appropriately dressed and provide help, where required. Children help themselves to water when thirsty and talk knowledgeably about healthy eating and how they grow vegetables to make soup. Staff effectively manage children's behaviour, dealing with any unwanted behaviour appropriately and keeping parents informed. Children demonstrate an increasing awareness of how to be safe, for instance a two-year-old child urges a staff member not to touch the biscuits that are hot, while pretending to cook.

### Outcomes for children are good

All children make good progress in relation to their starting points and are well prepared for school. Children communicate confidently with each other, staff and visitors. They enjoy storytelling. They make up, illustrate and retell stories which staff write into books. Staff support children to count and develop good mathematical skills as they play. Activities include talking about size and shape while babies balance balls on top of cones. Older children count cutlery and calculate how many they need to set the lunch table.

## Setting details

<b>Unique reference number</b>	EY291763
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10086537
<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>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	Hillcrest Nursery School Limited
<b>Registered person unique reference number</b>	RP524825
<b>Date of previous inspection</b>	16 January 2017
<b>Telephone number</b>	01772 719689

Poppy & Jacks registered in 2004. The nursery employs 15 members of childcare staff. Of these, two hold an appropriate early years qualification at level 2, seven at level 3, one at level 5, one at level 6, two staff hold early years teacher status and one holds qualified teacher status. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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