

Twist Lane Nursery

21 Twist Lane, Leigh, Lancashire WN7 4BZ



Inspection date	21 January 2019
Previous inspection date	11 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

This provision is good

- The enthusiastic manager considers the views of staff, children and parents when evaluating the quality of the nursery and planning future improvements. Self-evaluation processes are effective and action plans are in place to make further improvements.
- Staff observe children and use their accurate assessments of children's progress to plan what they need to learn next. Staff carefully monitor children's achievements and quickly identify any gaps in their learning. With the support of the manager, they implement plans that help to ensure that all children make good progress.
- Staff use their knowledge of children's interests well to plan a wide range of activities that children find stimulating and enjoyable.
- An effective key-person system enables the nurturing staff team to form secure relationships with children and their families.
- Staff work hard to develop strong relationships with parents. They regularly discuss children's progress and encourage parents to provide information about what their child can do at home. Staff offer suggestions as to how parents may support their child's learning further. Subsequently, parents feel well supported.
- Supervision arrangements do not maximise opportunities for staff to learn from each other and to share best practice across the team.
- Occasionally, some staff do not model the correct vocabulary when talking to younger children and helping them to name objects.

What the setting needs to do to improve further

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

- strengthen systems for staff supervision that help to share best practice across the team and raise the quality of teaching even further
- support staff to consistently develop and extend younger children's language skills and model the correct pronunciation of words as they talk to children.

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

Inspector

Denise Farrington

Inspection findings

Effectiveness of leadership and management is good

The manager supports staff effectively. She observes them as they work with children and meets with them regularly to discuss aspects of their practice and to target areas for further improvement. This enables the manager to plan future training opportunities and to ensure that staff continually develop their skills. For example, recent training in the care of babies is very successfully used. Staff use their knowledge to help to plan opportunities that reflect the age and stage of development of the youngest children. Safeguarding is effective. Staff can identify signs that would give them cause for concern about a child's welfare. They know how to refer any concerns to the relevant authorities to ensure that children are protected.

Quality of teaching, learning and assessment is good

Staff know the children well. They understand how individual children prefer to learn and accommodate their individual learning styles well. Staff play alongside children and talk to them about what they see them doing. They ask questions that help to challenge children in their learning, and ask them to predict what they think may happen next during activities. For example, as children play in the water tray, staff ask them what will happen to the water as more objects are added. Children learn to count and recognise numbers. Younger children delight in singing number rhymes while older children count how many cups will be needed as they pretend to make tea. All children enjoy sharing stories. Older children talk confidently about the pictures in storybooks and join in with familiar parts of the story.

Personal development, behaviour and welfare are good

Staff are effective role models who are always on hand to offer praise and encouragement. This contributes greatly to children's self-esteem and confidence. Staff consistently support children to manage their own behaviour and gently explain when some behaviours are not acceptable. Children learn the importance of different healthy practices, such as washing their hands at appropriate times. They enjoy sitting together and socialising during snack time, pouring their own drinks and helping themselves to fruit. Children enthusiastically share toys and learn to take turns. Children have regular opportunities to exercise and play outside in the fresh air. Staff help children to learn about their community and the wider world in a variety of different ways. For example, children enthusiastically discuss their visits to a local care home and the activities they share with the elderly residents living there.

Outcomes for children are good

All children progress well from their individual starting points. They develop good skills in readiness for their future learning and eventual move to school. Children learn to manage their self-care needs independently and they confidently make decisions about their play. Children are very welcoming to visitors and many of the older children communicate confidently. Younger children explore using their senses and make marks in different ways, such as using chalk on the ground as they play outside. Older children learn to write the letters in their name.

Setting details

Unique reference number	323008
Local authority	Wigan
Inspection number	10066773
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	34
Number of children on roll	55
Name of registered person	Cheshire Care Limited
Registered person unique reference number	RP524530
Date of previous inspection	11 November 2015
Telephone number	01942 604414

Twist Lane Nursery registered in 1994. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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