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| Inspection date | 6 February 2019 |
| Previous inspection date | 6 June 2016 |

| 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 manager has high expectations for the quality of staff practice and for what children can achieve. She regularly seeks the views of parents, staff and children. She uses this information to develop ongoing, purposeful improvement plans.
- The manager establishes strong partnerships with parents, schools and other professionals. This promotes a consistent approach to supporting children's learning and development and helps them to be ready for school. All children, including those who speak English as an additional language, make good progress from their starting points.
- Staff get to know children well. They complete regular observations and make accurate assessments of children's progress. They use this information to encourage children to follow their interests. Staff plan experiences that promote what each child needs to learn next.
- Parents say that children settle in quickly and that they thoroughly enjoy attending the nursery. Children form strong attachments with the staff and make friends easily.
- The manager does not use highly effective strategies for the more skilled staff to share their expertise with others in order to promote the quality of teaching and learning consistently to the highest level.
- Staff do not maximise ways to promote children's language, listening and attention skills.

What the setting needs to do to improve further

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

- focus supervision more sharply on helping less-experienced staff develop an expert knowledge of teaching and learning
- build on the opportunities to develop children's language, listening and attention skills even more effectively.

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. 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 Palsler

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a robust understanding of child-protection issues. They know how to recognise and deal with concerns about a child's welfare or safety. On the whole, the manager uses an effective programme of training, support and supervision. Staff say that training has helped them to promote positive behaviour strategies even more effectively. They are deployed well throughout the day. This helps them to follow nursery routines and supervise children safely. Parents say they are kept well informed about the progress children are making. They state that they are provided with good ideas to continue children's learning at home. Additional funding is used effectively. For example, the manager plans outings for children to learn about the world around them.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching and learning is good. Staff provide a stimulating learning environment, with a variety of high-quality resources that ignite children's interest. They encourage children's problem-solving and critical thinking skills well, in a variety of ways. Staff ask questions that challenge children to work things out for themselves. For example, they ask 'what can we do to fix it?' as children make a tower with the building blocks. Staff give children plenty of time to think and respond. Children develop good imaginative and creative skills. This is demonstrated when they follow their own ideas and explore a range of materials. Babies babbled as they held the toy phone to their ear. They used brushes to paint the wheels of small world cars. Older children made patterns with dry spaghetti as they poked them into dough. They develop good early mathematics skills. For example, children search for numbers in the environment and count the abacus beads as they move along the line.

Personal development, behaviour and welfare are good

Staff gather relevant information from parents from the start about children's interests and care routines. They are good role models and give children gentle reminders about the expectations for their behaviour. Children behave very well and play cooperatively with their peers. They follow instructions and familiar daily routines with confidence. Children are proud of their achievements and are enthusiastic and self-assured. Staff promote children's physical and emotional well-being effectively. Children have plenty of opportunities to play energetically and they develop a growing confidence in their own abilities. They learn about growth and life cycles. For example, children grow and harvest different vegetables. Staff help children to understand how healthy food contributes to their good health.

Outcomes for children are good

Children develop independent toileting skills, ready for school. They are inquisitive and confident. They play and explore and are eager to try new experiences. Children join in activities with interest and high levels of engagement and motivation. They are eager to share their views and ideas and contribute to group discussions. Children have a keen disposition towards learning and show a strong sense of belonging.

Setting details

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| Unique reference number | EY435514 |
| Local authority | Lancashire |
| Inspection number | 10074949 |
| 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 | 0 - 8 |
| Total number of places | 42 |
| Number of children on roll | 69 |
| Name of registered person | Carleton Childcare |
| Registered person unique reference number | RP902577 |
| Date of previous inspection | 6 June 2016 |
| Telephone number | 01253 882 171 |

Carleton Childcare registered in 2011. The nursery employs 20 members of childcare staff. Of these, three hold qualifications at level 6, one member of staff holds a qualification at level 5, 12 staff hold qualifications at level 3 and one at level 2. 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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