

Little Petals Day Nursery

142 Derbyshire Lane, Stretford, MANCHESTER M32 8DU



Inspection date	14 March 2019
Previous inspection date	11 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders and staff have worked hard as a team to address prior areas of weakness. They have reviewed internal processes and documentation. They regularly evaluate their practice and have identified areas they would like to develop further. For example, they have plans to develop the outdoor areas to enhance children's learning.
- The quality of teaching is good. Staff are enthusiastic and motivated practitioners who engage children in a wide range of imaginative learning experiences. Staff carefully consider children's individual needs. They ensure that planned activities support children to develop new skills in all areas of learning.
- Children benefit from a strong key-person system. Staff understand children's individual needs well and work closely with parents to offer consistency of care. Children are happy and settled at nursery.
- Partnerships with parents are good. Parents are involved in their child's learning and share what they know about their development. Parents are complimentary about the quality of care their children receive.
- Children with special educational needs and/or disabilities (SEND) are supported well. Knowledgeable staff work with other professionals to identify and support children's individual needs. All children make good progress in their development.
- Staff do not consistently provide opportunities for children to develop independence in play and routines, particularly in the toddler room.
- Staff do not share meaningful information with other settings that children attend, in order to better support their overall progress.

What the setting needs to do to improve further

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

- provide children with opportunities to build their independence, initiate their own play and elaborate on their own ideas
- share meaningful information with other professionals about children's individual needs.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities. She assessed the impact this has on children's learning.
- The inspector spoke with children, staff, parents and the leadership team during the inspection.
- The inspector completed a joint observation with the early years teacher.
- The inspector held a meeting with the senior leadership team. She looked at documentation, such as children's records and a sample of policies and procedures.
- The inspector spoke to parents during the inspection and looked at written comments to take account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of leadership and management is good

Leaders' skills have been thoroughly reviewed since the last inspection. Leaders have new roles and responsibilities. For example, the member of staff who holds early years professional status oversees teaching and learning. She is committed to raising the quality of teaching even higher. Safeguarding is effective. Staff keep themselves updated with changes in legislation and good practice. Staff are well supported by the management team. Staff complete thorough inductions, receive mentoring by room leaders and attend supervision meetings. Staff attend targeted training, such as training for the age of children they are caring for. Children's progress is regularly reviewed to identify gaps in their learning.

Quality of teaching, learning and assessment is good

Staff plan learning opportunities that are guided by children's natural interests and curiosities. Staff have a good knowledge of children's next steps in learning. Babies learn about the world as they explore different textured materials. Toddlers develop their literacy skills as they independently access books. Staff teach children mathematics well. For example, pre-school children giggle with delight as they use dice and counters to explore the concept of addition. Children are motivated learners. Children in pre-school enjoy thinking of 'silly' words that rhyme with their name. They enthusiastically write their name on pieces of artwork. Staff make good use of assessment to identify children's current stage of development.

Personal development, behaviour and welfare are good

Staff are very welcoming and create a friendly environment. Children feel secure and know what to expect throughout the day. For example, young children sleep at the same time as they would at home. Staff are very good role models and consistently promote positive behaviour. Children's behaviour is very good. They use their manners at lunchtime and willingly share resources with their peers. Older children are very considerate of the needs of others. They remind each other to walk quietly to the bathroom, in case they wake sleeping babies in the next room. Children explore the wider world in meaningful ways. For example, they explore special days from different cultures and use public transport on outings. Children learn about healthy lifestyles through playing outside and eating healthy meals. Staff are good at nurturing children's emotional well-being and welfare.

Outcomes for children are good

All children are enthusiastic learners and make good progress from their initial starting points. Children develop good levels of language and have a keen interest in literacy. For example, children in pre-school identify letters in their name. Children in the toddler room enjoy looking at books and babies listen carefully to action rhymes. Children are supported with skills they will need for future learning, including school.

Setting details

Unique reference number	EY391206
Local authority	Trafford
Inspection number	10082270
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 - 11
Total number of places	49
Number of children on roll	74
Name of registered person	Little Petals Day Nursery Limited
Registered person unique reference number	RP903289
Date of previous inspection	11 October 2018
Telephone number	0161 865 7575

Little Petals Day Nursery registered in 2009. The nursery employs 13 members of childcare staff. Of these, one holds early years professional status, nine hold appropriate early years qualifications at level 2 or above and three staff members are unqualified. The nursery opens from Monday to Friday all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm.

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