

# Gelston Manor Day Nursery

Gelston, Dawson Lane, Chorley PR6 7DT



<b>Inspection date</b>	4 April 2019
Previous inspection date	18 January 2016

<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

- Staff provide children with a rich and varied range of thought-provoking and stimulating activities. Children are motivated and engaged in their learning. They independently choose what they want to play with and are encouraged to explore and use their own ideas to extend their learning.
- Staff foster strong relationships with children through an effective key-person system. They take time to get to know children when they first start, gathering detailed information about what children like and what they can do. This helps to ensure children are secure and supports their emotional well-being.
- Staff value and respect parents as partners in their children's learning. They exchange detailed information about children's progress and guide parents well in ways to support children's learning at home. Parents' comments are extremely positive and partnerships with parents is a key strength of the nursery.
- The leadership team have an accurate understanding of the strengths and weaknesses of the nursery and are committed to driving further improvement. The views of staff, parents and children are sought and acted upon to enhance the quality of the nursery further.
- Not all staff understand what the current focus of learning and development is to promote children's rapid progress.
- Occasionally, the organisation of mealtimes and activities impacts on children's involvement and subsequent learning opportunities.
- Overall, the majority of staff follow robust hygiene procedures consistently. However, very occasionally, some staff do not promote hygiene to the highest standard to maximise children's well-being continuously.

## What the setting needs to do to improve further

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

- continue to implement the strong system for identifying emerging gaps in children's learning and ensure that these are communicated effectively to staff
- consider the organisation of mealtimes and activities, to fully promote children's engagement and learning opportunities
- further improve hygiene procedures, to maximise children's well-being at all times.

### 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 completed joint observations with the nursery managers.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation, such as the nursery's development plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

#### Inspector

Karen Cox

## Inspection findings

### Effectiveness of leadership and management is good

The highly ambitious managers lead a strong, loyal and dedicated team of staff. Safeguarding is effective. All staff have a thorough understanding of their role and responsibility in protecting children from harm. They are able to describe the possible signs of abuse and understand how to refer any concerns they may have about a child's welfare. Staff are supported to improve their knowledge and skills through supervision meetings, observations of practice and regular training opportunities. A continuous cycle of coaching and mentoring helps to improve outcomes for children. Children's achievements are monitored and analysed by the leadership team, to ensure that support is targeted to meet each child's individual needs. As a result, children receive timely interventions to help them to make good progress.

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

Staff make accurate observations of children's learning and development. Staff are confident in their teaching and fully understand how children learn. Children are happy as they freely explore and investigate in this highly enabling environment. They are supported to become inquisitive, confident learners. Children concentrate intently as they chop vegetables in the home corner. Staff talk to them about what they are doing and skilfully ask questions that encourage children's thinking skills and their growing vocabulary. Babies and toddlers enjoy an abundance of sensory experiences. They explore the texture of soil as they fill pots and smell flowers. Furthermore, young children experiment with dough as they add herbs and glitter. Older children use number names as they play and staff help them to identify mathematical concepts, such as big, small, more and less, as they use blocks to create structures. Children of all ages are wonderfully inquisitive as they develop a sense of the world around them.

### Personal development, behaviour and welfare are good

Staff are good role models for the children. They demonstrate polite, friendly and patient behaviour. Consequently, children are helpful, respectful and caring towards each other and their behaviour is good. Children have wonderful opportunities to learn about the importance of leading a healthy lifestyle. They make their own pizzas and participate in yoga and peer massage sessions. They help the cook prepare meals and snacks, developing an astute understanding of where food comes from. They have ample opportunities for fresh air and exercise as they access the well-resourced outdoor area on a daily basis, regardless of the weather.

### Outcomes for children are good

All children make good progress and are developing the skills and attributes required for the next stage of their learning. Older children are confident communicators who are able to express their needs, ideas and feelings. They begin to make marks for a purpose and recognise familiar letter sounds. Young children are self-assured and show increasing independence as they put on their coats and wellingtons and manage their self-care needs. Children thrive in this wholly inclusive environment.

## Setting details

<b>Unique reference number</b>	EY478797
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10076089
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	88
<b>Number of children on roll</b>	152
<b>Name of registered person</b>	Buckshaw Bunnies Childcare Ltd
<b>Registered person unique reference number</b>	RP904373
<b>Date of previous inspection</b>	18 January 2016
<b>Telephone number</b>	01257 671 614

Gelston Manor Day Nursery registered in 2014. The nursery employs 30 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 or above, including three with qualified teacher status. The nursery opens from Monday to Friday all year round, apart from bank holidays and Christmas holidays. 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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