

# Little Shrimps Day Nursery

112 Thornton Road, Morecambe, Lancashire LA4 5PJ



<b>Inspection date</b>	9 April 2019
Previous inspection date	28 July 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

- Children arrive at nursery happy and confident. They enjoy close relationships with their key persons, who are sensitive and respond well to children's individual needs. This helps to promote children's emotional well-being and confidence to explore and learn.
- There are highly effective partnerships in place with other professionals. This means that children with special educational needs and/or disabilities are extremely well supported and make good progress.
- The quality of teaching is strong. Staff use a range of teaching strategies to pose questions, challenge children's thinking and support their learning across all areas. Children make good progress.
- Children are supported very well in their personal, social and emotional development. Staff regularly encourage children to share how they are feeling, using visual aids to support their communication. Children respond to their peers' expressions of feeling sad, explaining how they need to look after one another.
- Children have wonderful opportunities to learn about people and communities beyond their own experiences, in relation to their understanding. Children explore a range of traditional musical instruments linked to their Chinese New Year celebrations.
- The manager is not currently included in supervision and performance management to allow the provider to rigorously monitor practice and provide required support.
- Information gained from parents regarding what children have already achieved ahead of starting nursery is not fully utilised to inform early assessments of learning.
- Recently enhanced self-evaluation has helped managers identify areas to improve. However, action plans do not always fully consider the views of staff, parents and children. Furthermore, recommendations from the last inspection have not been fully addressed. For example, monitoring of groups of children is still in its infancy.

## What the setting needs to do to improve further

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

- extend current systems of supervision and performance management to all staff members, including the manager, that provides more rigorous monitoring of all areas of practice and required support
- use information from parents more effectively that further informs early assessments of children's learning
- extend current reflection and evaluation procedures to include the views of all staff, parents and children and take swift action to improve all identified areas.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during play inside and outside.
- The inspector carried out a joint observation with the nursery provider.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.

#### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Managers support staff well. There are regular training opportunities and staff are frequently updated about wider safeguarding issues. Staff are vigilant and have a good understanding of the procedures to follow should they have any concerns about a child's welfare. Robust recruitment, induction and vetting procedures are in place to help ensure all staff are suitable to work with children. Staff are encouraged to undertake regular training to maintain their teaching skills. Recent training on heuristic play has supported staff's awareness of providing children with uninterrupted time to play and explore.

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

Staff are enthusiastic about their work and show they enjoy time spent with the children. They regularly observe children and assess their individual progress, to help close gaps in their learning. They support parents to continue children's learning at home, sharing next steps and activity ideas. Staff are skilled at engaging even the most excitable children, helping them to maintain focus. For example, staff set small challenges during activities and offer lots of praise for their good efforts. Children who speak English as an additional language are supported well. Staff make very good use of visual aids, such as flash cards and picture puzzles, to support their understanding and growing use of English.

### Personal development, behaviour and welfare are good

Staff create a stimulating, engaging and welcoming environment. There is a wide range of interesting activities available that motivate and engage children. Staff help children to listen and develop a respect for each other. They make firm friendships and have good opportunities to explore their feelings. Children display positive behaviour and good social skills. There are regular opportunities for outdoor and physical play. Children employ their large muscle and coordination skills as they kick a large ball to knock down the skittles. Children participate in breathing exercises, supporting their awareness of their bodies and promoting well their feelings of calm and focus.

### Outcomes for children are good

Additional funding is well targeted and used successfully to support children to achieve to their full potential, for example by investing in online programmes and packages. Younger children are keen explorers. They are supported well by staff who provide plenty of opportunities for their free and safe navigation around the environment. Pre-school staff have had great success in engaging children in technology through the addition of specific resources. Children confidently use the nursery computer and complete the educational games. This has helped to narrow any gaps in their learning. Children are independent, they demonstrate persistence during activities and great satisfaction in achieving a goal. Children are developing the necessary skills for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY458832
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10075384
<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>	30
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Little Shrimps Nurseries Limited
<b>Registered person unique reference number</b>	RP910090
<b>Date of previous inspection</b>	28 July 2016
<b>Telephone number</b>	01524 411 885

Little Shrimps Day Nursery registered in 2013. The nursery is open each weekday from 8am to 6pm, all year round. In total, four staff work at the nursery, all of whom hold relevant qualifications. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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