

Cuerden Nursery School

Station Road, Bamber Bridge, PRESTON PR5 6ED



Inspection date	1 May 2019
Previous inspection date	6 January 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

- Children are confident and happy as staff support their emotional well-being. Staff reassure younger children effectively as they separate from parents so that they settle quickly.
- Staff provide children with a good range of exciting activities that they are keen to explore. Children are enthusiastic and motivated to learn as they play, for instance as they explore making cakes in the mud kitchen.
- Staff make the most of opportunities to support children to develop their independence and self-help skills. Staff encourage children to fasten their coats and organise their own snack.
- Staff provide interesting opportunities for children to learn about cultures and communities beyond their immediate experiences. Multicultural resources are available for children to explore and staff use these to support learning. For example, children have opportunities to recognise the language they use at home as staff use dual-language books to support teaching.
- Children with special educational needs and/or disabilities (SEND) are well supported as the manager provides opportunities for the qualified staff team to attend further specialist training.
- Parents speak highly of the nursery and are happy with the progress their children make. They explain that they feel that staff know their children well. One parent spoken to at the inspection said, 'Children adore staff, they are amazing'.
- Staff have considered how they can provide parents with support to build on and extend children's good learning further at home, but this has not yet been addressed.
- Leaders are not ensuring that all staff, and not just children's key persons, fully understand how to best support each child to rapidly close any gaps in their learning and development.

What the setting needs to do to improve further

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

- help staff to make better use of the information they have about children's achievements and interests to rapidly close any gaps in children's learning and development
- provide parents with support to build on children's learning at home and help them to make even better progress.

Inspection activities

- The inspector viewed the premises and observed the children taking part in activities.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at a sample of documentation, including policies, staff files and children's development records.
- The inspector spoke to parents and took account of their views.

Inspector

Donna Thorpe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a robust understanding of how to identify and act on any concerns about children's safety and welfare. The manager implements thorough recruitment procedures, and this helps to ensure the suitability of all staff. For example, relevant checks are completed to ensure that new staff and specialist teachers who visit the nursery are suitable for their role. Self-evaluation is accurate. The manager clearly identifies areas for improvement. For example, a strong focus on mathematics is evident throughout the nursery as this is identified as an area of low achievement. The manager encourages staff to reflect on their own and each other's practice and supports them to attend training. Effective supervision procedures help to ensure that teaching is consistent. As a result, children make good progress given their starting points. Staff work closely with local schools to ensure that children are ready for the next phase of their education.

Quality of teaching, learning and assessment is good

Staff interact effectively to extend and challenge children's learning as they play. Mathematical learning is enhanced by staff. For instance, they talk to children about shapes and numbers as they paint. Children learn to care for animals as they help staff to feed guinea pigs. Staff talk to children about what guinea pigs like to eat as they touch and smell herbs in the garden. Staff skilfully use open-ended questions to engage children in rich conversation and introduce new vocabulary. Staff use unplanned events as learning opportunities to help children develop their problem-solving skills. For example, staff support children to refill the water butt when they run out of water as they make a puddle to splash in. Staff supervise children as they test their ideas and celebrate their success. Other professionals speak highly of how staff work effectively with them to access support for children with SEND.

Personal development, behaviour and welfare are good

Staff have high expectations for children's behaviour. Gentle reminders are consistently used to support the development of social skills so that children are kind and respectful to each other. For example, children happily share the play dough and talk to each other about what they are making. Mealtimes are social occasions and conversation is encouraged by staff as they sit with children, promoting speaking and listening skills. Staff demonstrate how to treat living things with respect as children hunt for bugs in the garden. Children handle worms and ladybirds with care and learn about hygiene as staff explain why they must wash their hands after holding them.

Outcomes for children are good

Children who receive additional funding enjoy their play and develop well in their learning. Children persevere and work as a team to problem solve. For instance, as they move around the obstacle course they have made they demonstrate how to balance, and support their friends to do the same. Children talk about frogspawn and are beginning to understand lifecycles. They use paintbrushes with water to make different marks outside. Children look after their own belongings and can competently write their names. This helps them to prepare them for the move on to school.

Setting details

Unique reference number	EY359145
Local authority	Lancashire
Inspection number	10073972
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	2 - 5
Total number of places	60
Number of children on roll	34
Name of registered person	Walmsley, Ann Jeanette
Registered person unique reference number	RP513661
Date of previous inspection	6 January 2016
Telephone number	01772 628 448

Cuerden Nursery School registered in 2007. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery opens 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. It offers before- and after-school care.

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