

Ruff Lane Day Nursery at Abbeyfield House

Abbeyfield House, 7 Ruff Lane, Ormskirk L39 4QX



Inspection date

19 June 2019

Previous inspection date

18 February 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

- There is a clear drive for continuous improvement and the dedicated owner and manager of the nursery are committed to offering a high-quality provision. They accurately identify what they do well and areas for development, taking account of the views of parents.
- Partnerships with parents are strong. Staff invite children for visits before they join and ask parents for detailed information about their child's needs. This contributes to staff providing good support for children from the outset. They share regular updates with parents to ensure they are well informed.
- Staff interact well with children and know when to intervene in child-led play in order to enhance their learning even further. Children thoroughly enjoy their time at the nursery.
- Staff carry out regular checks of the environment to ensure it remains a safe place for children. They are deployed well, maintain the required adult-to-child ratios at all times and supervise children closely to keep them safe.
- Children's behaviour is good and managed positively. Staff encourage children who display unwanted behaviour to discuss their feelings and show kindness and consideration to others.
- Managers provide swift intervention when children need extra help. They work closely with other professionals, such as speech and language therapists and specialist teachers, to help to close any gaps in children's learning.
- The organisation of some group activities means that children are occasionally kept waiting for a turn, resulting in some children becoming disengaged.
- Performance management procedures and supervision meetings are not always utilised to promote staff's quality of teaching to the highest level.

What the setting needs to do to improve further

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

- consider more effective ways to engage all children during adult-led group times
- make best use of supervision and performance management to support staff to achieve the highest quality of teaching.

Inspection activities

- The inspector held discussions with the management team, staff and children throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning activities both indoors and outdoors.
- The inspector completed two joint observations with the manager.
- The inspector sampled documents, including children's records, policies and safeguarding information, and checked evidence of the suitability and qualifications of staff.

Inspector
Linda Shore

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand the safeguarding procedures and their responsibilities to protect children from harm. Rigorous recruitment procedures ensure that staff are fully checked and suitable to work with children. The manager ensures staff have completed all essential training. A positive approach to parent partnership helps to ensure that parents are well engaged in their children's ongoing learning. For example, regular opportunities are provided for parents to discuss their child's progress at parents' evenings and during daily verbal feedback. Additional funding is used productively to provide experiences that support children's unique needs. Accurate records, including attendance, accidents and injuries, contribute well to the safe and efficient management of the nursery.

Quality of teaching, learning and assessment is good

Overall, staff use their teaching skills effectively to help children to make good progress in their learning. They make frequent observations and assessments of children's learning and use these well to plan for what they need to learn next. Children have a stimulating range of resources to choose from, based on their interests. For example, older children immerse themselves in role play as they run the 'café'. They enhance their communication skills as they negotiate jobs and practise their early writing as they take orders from their 'customers'. Staff use clear explanations to help children to understand what they have observed. For example, children learn that heat rises after noticing that it is warmer in the loft. Babies enjoy exploring different objects and textures. Staff help them to learn new words, such as 'sticky' and 'squishy', as they squeeze cooked pasta between their fingers.

Personal development, behaviour and welfare are good

Staff prepare children well for their transitions within the nursery and on to school. Children have regular short visits to the new room to help them to feel settled and confident when they make the move. Children show they feel safe and build warm relationships with staff. Older children invite staff into their play and babies seek them out for cuddles and reassurance. Children's health and well-being are supported particularly well. A qualified chef cooks nutritious meals that children enjoy. Mealtimes are positive social experiences where children learn to use good manners. They show an interest in the food they eat and how it helps to keep them healthy. Staff are particularly attentive as they teach younger children to use cutlery independently. Children learn good hygiene routines as they wash their hands before eating and enjoy daily outdoor play.

Outcomes for children are good

All children make good progress from their starting points, including those who receive additional funding. They are gaining the skills needed for their next stage in development. Children enjoy playing and learning at nursery and develop good social skills. They follow the daily routines and safety rules well. Older children enhance their knowledge of mathematical concepts as they draw a treasure map with directions to where 'X' marks the spot'.

Setting details

Unique reference number	EY474248
Local authority	Lancashire
Inspection number	10112276
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 - 4
Total number of places	60
Number of children on roll	92
Name of registered person	Ruff Lane Day Nursery Ltd
Registered person unique reference number	RP533416
Date of previous inspection	18 February 2016
Telephone number	01695 227200

Ruff Lane Day Nursery at Abbeyfield House registered in 2014. The nursery employs 18 members of childcare staff. All hold appropriate early years qualifications between level 2 and level 6, including the manager, who holds early years professional status. 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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