

The Nursery (Leyland) Ltd



Wade Hall, Children's Centre, Royal Avenue, Leyland, Lancashire PR25 1BX

Inspection date	18 July 2019
Previous inspection date	14 March 2019

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

- The nursery manager is firmly committed, resilient and dedicated to making changes that positively impact on the care and education of the children. Together with the equally invested staff team, she has made significant improvements to practice, creating a safe and very well-run setting.
- The learning environment is a real strength of this nursery. Staff have used knowledge and skills from training exceptionally well to create a vibrant and innovative setting, filled with a wealth of exciting and engaging resources and learning opportunities. Children are fully engaged in their play and show high levels of motivation to learn and take part. Children make excellent progress in their learning.
- Children are highly confident and sociable. They show a great interest in new visitors to the nursery. They demonstrate excellent communication skills as they eagerly ask questions and listen to the responses they receive.
- The manager and staff work determinedly to fully understand and meet the needs of the children and their families. They provide excellent support and effectively build very close working relationships. Parents are widely involved in their children's learning; they contribute to initial assessments and are supported to continue learning at home. However, parents' views are not always used to inform self-evaluation processes.
- The quality of teaching is very good and staff have an in-depth knowledge of the early years foundation stage and how children learn. However, performance management of staff does not provide the manager with in-depth evaluations of all areas of staff teaching, in order to raise the quality to the very highest levels.
- Children's behaviour is excellent owing to the culture of positivity and mutual respect well embedded across the nursery. Staff are wonderful role models. They are calm, patient and help children understand instructions. Staff working with the youngest children use visual aids to help them develop an early awareness of positive behaviour.

What the setting needs to do to improve further

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

- evaluate the impact of staff's teaching and practice with more rigour to enhance the quality to an outstanding level
- strengthen self-evaluation systems even further to include the views of parents.

Inspection activities

- The inspector observed the quality of teaching, and the impact this had on children's learning, during play, inside and outside.
- The inspector carried out a joint observation with the nursery manager.
- 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.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff receive a wide range of training and information to ensure they are up to date and have a secure understanding of wider safeguarding practices and concerns. Accident, medication and registration records are accurately kept, and staff have reviewed their risk assessing procedures to further promote children's safety. The manager monitors these areas of practice very well, using staff meetings to revisit policies and providing staff with scenarios to discuss the action they would take. All staff have received paediatric first-aid and food safety and hygiene training, further supporting them in their roles. Children who are learning English as an additional language are supported exceptionally well. Staff have attended specific training and use their skills and knowledge to provide precise teaching. Children have many opportunities to play and learn in their home language and go on to develop a superb level of English.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They are able to clearly demonstrate their role in supporting children's learning and plans for moving children on. Accurate assessments and regular checks on progress help to ensure that any gaps in children's learning are swiftly identified and addressed. Staff are creative in finding novel ways to support learning that capture children's interests. For example, children show excellent concentration skills as they make snips with scissors using leaves and other foliage. Staff draw their attention to the shape and size of the leaves, introducing mathematical vocabulary as children practise their small-muscle movements, maximising the learning opportunity well.

Personal development, behaviour and welfare are good

Children thrive in this caring and stimulating environment. They develop highly impactful relationships with their key person, in excellent support of children's physical and emotional well-being. Staff working with babies show a clear passion for working with this age range. They are warm and nurturing and ensure care routines are closely followed. All children follow excellent hygiene routines, have daily access to outdoor play and enjoy healthy meals and snacks, all in great support of their good health. Staff successfully embed diversity into everyday play through the use of interesting displays and carefully planned activities. For example, staff use a 'persona doll' to tell stories about children from different backgrounds and with various family dynamics.

Outcomes for children are good

Following precise monitoring of children's learning, pre-school staff have had great success in engaging boys in writing due to their careful planning around children's interests and learning preferences. For example, staff created a mark-making hut outside and provided opportunities for children to make marks in a variety of ways, such as with sticks, paintbrushes and other tools. This has helped to narrow any gaps in children's learning. Babies show a strong interest in reading. They handle books with care and use excellent non-verbal communication skills, gesturing to staff to read their chosen book. All children gain the key skills needed to be ready for school.

Setting details

Unique reference number	EY368947
Local authority	Lancashire
Inspection number	10101787
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	51
Number of children on roll	34
Name of registered person	The Nursery (Leyland) Limited
Registered person unique reference number	RP908611
Date of previous inspection	14 March 2019
Telephone number	01772 624545

The Nursery (Leyland) Ltd registered in 2008. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery employs 10 members of childcare staff, all of whom hold early years qualifications to a minimum of level 3. The manager holds a level 5 qualification. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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