

Inspection of Anderton Day Nursery

St Josephs Old School, Bolton Road, Anderton PR6 9LX

Inspection date: 11 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

The dedicated leadership team has worked tirelessly with all staff to raise the quality of the provision. Every aspect of the nursery has been reflected upon. Parents, children and the staff have all made valuable contributions to this process. Consequently, this has enabled leaders to implement beneficial changes. For example, they have made changes to the staff who work with babies and provided training for staff in the care of babies. Enhancements have been made to all rooms. These provide children with more opportunities to explore using all of their senses and develop their independence and self-help skills. Staff incorporate the teaching of mathematics into everyday activities. Consequently, children develop particularly well in this area. Leaders know there is even more work to do. There is scope to further develop staff's skills in teaching communication and language and to further enhance sleeping arrangements in the baby room.

The nursery is a hive of activity, where children play together harmoniously under the warm and nurturing supervision of staff. The nursery is clean, safe and secure. Staff have high expectations for all children. They provide a curriculum that is tailored to their individual learning needs and builds on their current interests. Staff support children's emotional well-being exceptionally well at the start of placement. However, information sharing with parents at this time can be strengthened to enable staff to gain an even better understanding of children's starting points on entry.

What does the early years setting do well and what does it need to do better?

- There is genuine care given by staff to support children's emotional well-being. Staff attentively address the needs of babies. For example, they make sure their comfort items are available. Babies tenderly look for their key person and smile as they enter the room. Older children receive constant encouragement and praise when they attempt to do things for themselves. Children behave well because they know what is expected of them.
- New staffing arrangements in the baby room are working well. Staff have used learning from specific baby training to adapt the learning environment to help better support babies' exploration. Babies confidently shuffle along while holding onto low-level furniture, and explore natural materials such as wooden and metal items. Encouraged by staff, they excitedly shake and bang these together to make different sounds. There is scope to reflect on staff's practice even further to ensure all babies can move as freely as possible and be in the utmost comfortable position as they sleep.
- Staff's interactions with children are positive and, overall, are used well to motivate children to join in and 'have a go'. Staff ask some meaningful questions to test children's understanding. They provide new words to build on their

current vocabulary and extend their understanding. For example, as children create their own self-portraits, staff ask children to discuss each other's similarities and differences.

- The manager carries out regular staff supervision sessions and provides staff with some coaching to improve their personal effectiveness. As a result, teaching is improved, particularly in the baby room. Staff use their 'sign-along' training to help to extend younger children's communication skills. That said, more incisive and individualised feedback is needed to further support all staff to raise the quality of their teaching and provision to the highest levels.
- The manager monitors the quality of staff's observations and assessments. Consequently, all children make good progress, including those with special educational needs and/or disabilities, those who speak English as an additional language and those who are in receipt of funded early education. Swift action is taken to address any gaps in children's learning.
- Children relish playing outdoors, where they have many opportunities to develop their physical skills. They experience safe risk and challenge as they jump on and off large tyres and balance on tree stumps. Children confidently use tools such as trowels and large spoons to fill different-sized containers. Additionally, activities such as weekly football lessons and trips outside of the nursery further support children's physical well-being.
- On the whole, partnerships with parents are positive. They highly value the care and education given to their children. More can be done to strengthen information sharing with parents at the start of placement to help staff understand what children can already do and plan even more effectively for their initial next steps.

Safeguarding

The arrangements for safeguarding are effective.

All staff have attended relevant training and have a secure understanding of what to do if they are concerned about a child's welfare. Additionally, staff know the procedures to follow if they have concerns about a member of staff. The manager makes good use of one to one discussions and team meetings to keep staff up to date with legislative changes. The manager and staff vigilantly carry out daily checks to ensure the nursery is safe and risks to children are minimised.

What does the setting need to do to improve?

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

- strengthen the monitoring of staff's practice, for example teaching, to extend communication and language and sleeping arrangements for young babies
- find out more from parents about what their children know and can do on entry, and use this to plan even more meaningful experiences from the start.

Setting details

Unique reference number	309213
Local authority	Lancashire
Inspection number	10082521
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 to 11
Total number of places	80
Number of children on roll	90
Name of registered person	Anderton Day Nursery Limited
Registered person unique reference number	RP554757
Telephone number	01257 474211
Date of previous inspection	12 October 2018

Information about this early years setting

Anderton Day Nursery registered in 1992. The nursery employs 32 members of childcare staff. Of these, 24 hold early years qualifications to at least level 2, including one with early years professional status, 13 who hold qualifications at level 3, one who holds a qualification at level 5 and four staff who hold qualifications at level 6. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Donna Birch

Inspection activities

- The inspector completed a learning walk with the manager and observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning.
- A meeting was held with the manager and one of the registered individuals. During this meeting, discussions were held about the development of the nursery, and the inspector checked evidence of the suitability of staff.
- The manager took part in a joint observation with the inspector.
- The inspector took account of parents' views by speaking to them on the day of the inspection and by viewing some written feedback they had provided.

We carried out this inspection 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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