

# Inspection of Poulton St Chads Nursery

Poulton C of E School, Hardhorn Road, POULTON-LE-FYLDE, Lancashire FY6 7SR

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Inspection date: 18 February 2020

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

### The provision is good

The manager and staff team have a clear and ambitious vision for providing high-quality, inclusive care and education for all. This is realised through shared values and solid partnerships with parents and other professionals. The strong desire to provide a setting where children and their families come first shines through everything the manager and staff team do. This, combined with the staff's exceptional caring and nurturing approach, ensures that all children thrive and feel safe in the setting.

Staff build on children's love of music, to help support their growing imagination and creative interests. For example, children enthusiastically dance and swirl scarves in the air while singing favourite songs. In addition, their curiosity is heightened as they fill and empty small containers using coloured liquids. Children enjoy investigating and exploring textured materials, such as modelling dough and homemade ingredients. Children engage well in letter and sound sessions, which help to build on their communication and language skills.

Children with special educational needs and/or disabilities are supported well. Staff provide picture communication boards for children to help them to communicate what they want to play with. Staff involve parents in their children's learning. For example, library books and take-home toys are offered to parents, to encourage reading at home.

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

- Overall, staff support each area of children's learning well as they focus on children's next steps and interests. For instance, children enjoy listening to stories about space. They confidently name each planet and talk about size and shape. Their interest is further supported through creative activities. Children concentrate for sustained periods of time as they create flying saucers and rocket ships. These opportunities help to consolidate their learning.
- Close relationships and strong bonds are established with all children and staff. Settling-in arrangements are individual to the children and each family's needs. Parents attend stay-and-play sessions and share information with staff, which is used to support children's initial assessments. Children demonstrate that they feel safe and secure. Staff support children's understanding of behaviour very effectively. They consistently support children's good manners and social skills. They constantly reward children with positive praise and encouragement which children thrive on. Children learn to share and take turns and they learn to respect their friends' feelings.
- Children enjoy being physically active in the natural environment outdoors. They carefully manoeuvre wheeled toys around the garden and learn to take risks as

they balance on logs and tyres. Children gain an understanding about the community where they live. They take part in local gardening initiatives and enjoy visits from professional people, such as dentists and opticians. Outings to places of interest include visits to shops, parks and the library. Children celebrate some festivals and events throughout the year. However, opportunities to further children's understanding about differences and diversity are less well promoted.

- The manager has embedded a process of professional development and supervision for the staff team. Staff are provided with regular feedback on their performance through formal and informal observations. The manager sets realistic targets for improvement that are continuously monitored and reviewed. Staff recognise quickly when further support may be needed to help children to develop and thrive. However, staff do not consistently extend children's learning further. They do not always build on additional opportunities to challenge children during play and group activities.
- Children begin to gain the skills required for their later move on to school. They are confident in their own personal care and hygiene routines. In addition, their independence is encouraged as they put on their own coats and boots for outdoor play.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team place children's care and welfare at the heart of their practice. All staff complete the latest safeguarding training to ensure that their knowledge is kept up to date. They demonstrate an excellent understanding of their role and responsibilities for keeping children safe. Staff undertake thorough risk assessments and carefully supervise children during their play, to help them remain safe and secure. Appropriate security systems are in place that include the signing in of any visitors and a key pad access into the main room. Children are reminded of the importance of considering their own and each other's safety, especially when playing outdoors.

## What does the setting need to do to improve?

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

- enhance children's understanding and appreciation of diversity and help them celebrate what they have in common and promote a respect for different people to gain a better understanding of the wider world
- strengthen staff's teaching skills and support them even further to make better use of opportunities to extend, challenge and maximise children's learning during play, routines and group activities.

## Setting details

<b>Unique reference number</b>	EY452962
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10075275
<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>	2 to 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Poulton St Chads Nursery Ltd
<b>Registered person unique reference number</b>	RP531948
<b>Telephone number</b>	01253892647
<b>Date of previous inspection</b>	22 March 2016

## Information about this early years setting

Poulton St Chads Nursery was registered in 2012. The nursery employs eight members of childcare staff. Of these four hold appropriate early years qualifications at level 3 and one holds a qualification at level 5. The nursery opens from Monday to Friday for 51 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**  
Carys Millican

## Inspection activities

- A learning walk was completed with the manager. The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The manager and the inspector completed a joint observation of staff's practice.
- A meeting was held with the manager. During this meeting, discussions were held about the development of the nursery and the monitoring of children's progress. The inspector looked at a sample of documentation, including staff's suitability checks.
- The inspector met with parents and took into account their views.

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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