

Inspection of Super Peas Nursery & Pre-School

4 Bacup Road, ROSSENDALE, Lancashire BB4 7ND

Inspection date: 26 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend in the warm and welcoming setting. They are confident learners and are keen to explore the activities that staff provide. The rich and vibrant environment provides a secure base for children to explore independently and to develop their curiosity. Children quickly become immersed in their chosen activities, and they enjoy learning and consolidating new skills. For example, when exploring a watermelon, children learn how to use a syringe to extract the juice. They concentrate and persevere in this challenging task, and their efforts are celebrated by the warm and nurturing staff team. Babies and young children respond well to the kind and sensitive manner of staff. They explore the environment with increasing confidence, having the reassurance that their key person is close by.

Partnerships with parents are a true strength of the nursery and are given the utmost priority. Staff hold continual discussions with parents and share their children's achievements and next steps in their learning. Parents' comments are overwhelmingly positive. They appreciate the care and attention that staff give to their children and also the friendly advice and guidance that staff offer, when needed. Parents share how staff have been incredibly supportive during the COVID-19 (coronavirus) pandemic and how they went to great efforts to maintain contact through periods when the nursery was closed.

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

- The manager is passionate about the ongoing development of the nursery and further improving outcomes for children. She has established good systems of evaluation that capture the views of children, staff and parents. Purposeful supervision sessions and observations of practice help staff to support children's learning. Training has a positive impact on experiences for children as staff apply their newly found knowledge and skills.
- Staff are passionate and dedicated practitioners. They have a good understanding and demonstrate a strong commitment to supporting children with special educational needs and/or disabilities (SEND). Additional funding is targeted appropriately to help children make good progress from their starting points.
- Children have good opportunities to learn about the world around them. For example, they engage in forest school activities where they develop their resilience and independence, and learn to care for the environment. Children proudly show the 'wands' that they have made from sticks, string, flowers and leaves. Furthermore, children are offered opportunities to learn how to care for the nursery snails 'Susan' and 'Marshmallow'.
- Babies and young children enjoy an abundance of sensory and creative

activities. They excitedly play with sand and water and begin to make marks with brushes as they explore paint. Toddlers confidently use glue sticks and collage materials to create pictures. They learn to recognise colours, and they are able to talk about the pictures that they have created.

- Children are developing a good understanding of the importance of leading a healthy lifestyle. Older children talk to staff about why they must wash their hands after they have used a tissue and before eating meals. Children enjoy using the outdoor area. They have learnt to confidently navigate the space available and to move their bodies skilfully as they jump and run.
- Children are developing a love of literacy. They select books independently and seek out staff and their friends to share their favourite stories with. Staff read with enthusiasm. They encourage children to turn the pages and talk about what they see in the pictures. Children behave well, patiently waiting for their turn and listening to their friends.
- Overall, staff support children's emerging language skills. Staff working with the older children ask thought-provoking questions and continually encourage children to express their ideas and to talk about what they are doing. However, some staff do not consistently support younger children to develop their growing vocabulary. They do not always model the correct pronunciation of words or recognise how dummies can interfere with children's language development.
- Children are making good progress in their learning and development. Staff plan a purposeful curriculum and follow children's emerging interests to help them to consolidate new skills. Occasionally, however, staff do not use opportunities to extend children's mathematical understanding even further.

Safeguarding

The arrangements for safeguarding are effective.

Robust safeguarding procedures help to ensure that children are kept safe from harm. Staff have a thorough understanding of their responsibility in protecting children from harm. They confidently describe the possible signs and symptoms that may indicate a child is at risk. They knowledgeably describe the procedures they would follow, particularly if they had concerns about a colleague's practice or behaviour. Staff attend regular training, and safeguarding is frequently discussed in staff meetings and during supervision sessions. Furthermore, designated safeguarding leads have attended additional training to ensure they have the required knowledge and skills to respond to and implement any support that children and their families may need. Regular checks are conducted to ensure that staff remain suitable to carry out their role and responsibilities. Detailed induction procedures are embedded, and new staff are offered a wealth of guidance and support.

What does the setting need to do to improve?

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

- help staff to understand how to further extend children's growing vocabulary and communication skills
- enable staff to support children to practise and refine their mathematical skills.

Setting details

Unique reference number	EY558123
Local authority	Lancashire
Inspection number	10190146
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 at time of inspection	0 to 4
Total number of places	92
Number of children on roll	73
Name of registered person	Sweet Peas Nursery & Pre School Ltd
Registered person unique reference number	RP558122
Telephone number	07729946501
Date of previous inspection	Not applicable

Information about this early years setting

Super Peas Nursery & Pre-School registered in 2018. The setting employs 16 members of childcare staff. Of these, one holds a qualification at level 7, three at level 6 and nine hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in the evaluation of the setting.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager. She reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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