

Inspection of Giant Leap Childcare and Learning Centre

Coal Clough House, Coal Clough Lane, BURNLEY, Lancashire BB11 4NJ

Inspection date: 20 August 2021

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and eager to play and explore at this nursery. Staff greet children with affection and the youngest children seek out cuddles from their key person. Older children enjoy including staff in their play. The activities provided are frequently linked to children's favourite books. As a result, this captures their curiosity quickly. For example, children act out stories using actions with enthusiastic staff and create their own campsite and barbeque. Children are inquisitive when they experience texture. They practise emerging writing skills through sensory, tactile and messy play.

Children develop a love of reading from an early age. Babies choose independently to look at books from floor-level book baskets. Parents take books home to share stories with their children from the recently created library. Children begin to understand about our diverse society and develop positive attitudes to others. They learn about the emergency services that help us in the community. Staff support children to think about their own feelings as well as considering the needs of others. Children are well behaved and kind to their friends, readily sharing their toys.

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

- Children develop good language and communication skills. Most staff interact with children skilfully, and actively support them in developing their vocabulary and understanding. That said, some staff ask questions that are too complex for the youngest children and do not give them time to consider or express their own responses.
- Managers are ambitious and passionate about their vision for the nursery. Leaders focus very well on staff well-being, and training is a high priority. However, there has been less focus on the monitoring of teaching across all age groups. Consequently, some staff are less confident in their knowledge of the curriculum and the impact of their teaching.
- Most staff have a good knowledge of the children and, overall, they implement children's play activities successfully. Staff and leaders have high expectations of what children can achieve. This is particularly evident in the older age group, where there is high focus on getting children ready for school within the curriculum. Older children show a well-developed knowledge of letters and sounds during circle time.
- Parents describe staff as 'caring and friendly'. They say that nothing is 'too much trouble' and describe that staff 'go the extra mile' to support their parenting skills when they need advice. Information about routines is shared daily, through verbal feedback and electronic communication.
- Younger children have lots of fun as they reach out in fascination to catch the

floating bubbles. Staff support children to stand and walk to follow the bubbles around. Older children use cars and cans to make paint tracks on rolls of paper. Children enjoy practising how to grip paintbrushes and dip them in paint. They are fascinated by the marks they make. Babies explore the sand tray and use their hands to make prints. Staff support children to develop small-muscle control in the creative activities on offer.

- Support for children with special educational needs and/or disabilities (SEND) is very good. Leaders pay high attention to the SEND code of practice and make sure children have the support and help they need. They develop very close working relationships with other agencies. As a result, children are supported to achieve their potential with well-developed and monitored plans, implemented by skilled staff.
- Children feel safe and learn about taking risks when playing in the extensive nursery gardens and forest school areas. For example, they learn how to climb trees safely and navigate obstacles. Staff give clear messages to children about the importance of physical play. As a result, children show enthusiasm for learning outdoors. They develop their coordination skills and balance, using tricycles with confidence.
- Children play cooperatively and show respect for one another. Older children engage well with staff and concentrate on their chosen tasks, such as building with bricks. Children are confident, persevering as they build with bricks, and show great satisfaction in the houses they make for the three pigs in their story.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection issues and receive regular safeguarding training. They know what to do if they are concerned about a child's welfare, including people being exposed to extremist views. The staff undertake careful risk assessments to check that the areas of the nursery used by children are safe. Managers have robust processes in place for the safe recruitment and induction of staff, to help ensure staff suitability. They demonstrate they can identify, help and manage situations where a child is at possible risk of harm. This includes procedures if an allegation is made against a member of staff.

What does the setting need to do to improve?

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

- provide staff with more focused professional development which supports them to implement a well-sequenced curriculum that offers the highest levels of challenge for all children
- support staff to model language and use questioning more effectively to enable the youngest children sufficient time to learn single words and respond.

Setting details

Unique reference number	EY445496
Local authority	Lancashire
Inspection number	10201127
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	199
Number of children on roll	266
Name of registered person	Giant Leap Childcare and Learning Centre Limited
Registered person unique reference number	RP904213
Telephone number	01282425893
Date of previous inspection	23 May 2018

Information about this early years setting

Giant Leap Childcare and Learning Centre registered in 2012. The nursery employs 48 members of childcare staff. Of these, 40 hold appropriate early years qualifications at levels 2 to 6 and three hold accredited forest school training. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lysa Randle

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- Parents were spoken to during the inspection and the inspector took account of their views.
- A joint observation was completed by the inspector and the manager.
- The inspector held a meeting with the manager. A variety of documents were seen, including evidence of the suitability of adults working with children.

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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