

Inspection of Skylarks Nursery and Out of School Care

Windermere Avenue, Fleetwood, Lancashire FY7 8QB

Inspection date:

19 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The nursery provides children with excellent foundations for their future learning. Children thrive and are happy at this stimulating nursery. There is a family feel throughout. Children's independence is extremely well promoted. They wash fruit for snack and carefully cut it by themselves. They freely access drinks from jugs stored in the fridge and carefully pour into their cups. Children frequently talk about keeping hydrated on this hot summer's day, and are learning how to keep themselves healthy.

Children's behaviour is exceptional. They learn how to show respect and to value each other, as staff consistently model good manners. Children appreciate and take care of their environment. They confidently talk about the recycling bins and what items go in which bin. Children enthusiastically tidy up at the end of the session. Everyone is fully involved in preparing for mealtimes. Children patiently wait their turn to bring chairs in at lunchtime and queue for wipes to clean the tables. Children's levels of confidence and self-assurance are very high.

Staff's meticulous planning supports children to become highly motivated thinkers and learners. Children mix their own paints and explore the textures of the powder and water with their fingers. In the home corner, children decide to make a cake. They follow the recipe and use real ingredients to mix. To support these experiences, adults consistently extend learning through exceptionally high-quality interactions.

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

- Leaders are visionary and have created a nursery that has children at the heart of everything they do. Highly effective self-evaluation helps them continually improve quality. Excellent teamwork makes the very best use of individual staff strengths. The passionate staff continuously develop their skills and knowledge. As a result, children access the highest-quality teaching, and opportunities for learning.
- The special educational needs coordinator (SENCo) is exceptionally experienced and knowledgeable. Children with special educational needs and/or disabilities receive high-quality support and intervention from the outset. The SENCo works tirelessly with parents and other professionals to support children so that they access their full entitlement and additional funding when eligible. The setting is extremely inclusive and offers a curriculum that ensures all children access rich learning experiences. This ensures that all children are being given the opportunity to achieve and make the very best start in life.
- The meticulously planned curriculum is focused on the children's needs and interests. It is embedded throughout the environment so that children are

consistently accessing high-quality learning experiences. Staff thoughtfully place resources in the environment which create awe and wonder. For example, old-style telephones and typewriters stimulate rich discussion and encourage children to explore how things work. Children also learn how to use real-life equipment in the home corner. Consequently, children are making excellent progress in all areas of their learning.

- Following the impact of the COVID-19 pandemic, children's communication and language is a specific area of focus for children's learning in the nursery. Staff are working tirelessly to further develop their skills to strengthen teaching in this area. Therefore, children engage in consistently high-quality interactions. Staff skilfully model and extend language, taking into consideration each individual child's developmental needs. They extend discussions by encouraging children to speculate, test ideas and recall previous learning. As a result, all children are making significant progress in their communication and language development.
- Staff facilitate and enable children to find solutions to problems. Their critical thinking is very well supported. For example, a lunch table is sloped after children have put the legs on. A group of children enthusiastically discuss what the problem is. An adult skilfully extends this learning, and asks, 'I wonder how we can fix it'. Children busy themselves and persist in trying to fix the table. They cheer in delight once the problem is solved. Children are developing resilience and know how to resolve issues through discussion and teamwork.
- The manager and staff inspire children to achieve. They visit children at home before they start nursery. This develops a holistic approach to supporting children, and develops secure partnership working with parents from the outset. Staff know their families extremely well. Parents speak highly of staff, who 'go above and beyond'. Parents are continually updated on their child's progress and know children's next steps. Parents feel listened to and know that their views matter. They are frequently asked to offer feedback to support the nursery in further developing the quality of care they offer to children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have successfully developed a culture where safeguarding children is given the highest priority and children feel safe. Policies and procedures are rigorously implemented to ensure that both staff and children are kept safe. Regular training ensures all staff understand their responsibilities and can identify potential indicators of harm. Everyone knows the procedures they must follow if they are concerned about a child. Swift action ensures that families get any early help or additional support needed to protect children's safety and promote their well-being.

Setting details

Unique reference number	EY481495
Local authority	Lancashire
Inspection number	10233941
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	2 to 4
Total number of places	30
Number of children on roll	54
Name of registered person	Skylarks (Fleetwood) Limited
Registered person unique reference number	RP533977
Telephone number	01253870900
Date of previous inspection	15 September 2016

Information about this early years setting

Skylarks Nursery and Out of School Care registered in 2014. The nursery and club employ nine members of childcare staff. Of these, all hold appropriate early years qualifications between level 2 and 6, including one with early years professional status. The nursery operates Monday to Friday, from 7.30am until 5.45pm, term time only. The club opens Monday to Friday, from 7.30am to 8.45am and from 3.15pm to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs and/or disabilities.

Information about this inspection

Inspector

Jenny Burgeen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to staff at appropriate times during the inspection and took into account their views.
- The experiences for children were tracked during the inspection.
- The manager and inspector completed a joint observation.

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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