

Inspection of Giant Leap Childcare and Learning Centre

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

Inspection date: 20 July 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children flourish at this welcoming nursery and clearly enjoy the time that they spend here. They continuously demonstrate that they feel safe, happy and content. The nursery rooms and extensive outdoor areas are a hive of activity. Children's voices and laughter can be heard throughout the day, as they excitedly explore and investigate with confidence and enthusiasm. Children show good concentration skills and are keen to participate in activities. They make dens, enjoy a bug hunt and become immersed as they explore a 'magical dinosaur land'. Children develop their mathematical skills as they count, solve simple equations and use language of size. Staff are attuned to children's emerging interests and adapt activities so that children remain motivated to learn.

Children behave well and understand what is expected of them. Respect, tolerance and acceptance of others is taught by patient and sensitive staff, who are good role models. Children are beginning to develop the skills they need to help them to regulate their feelings and manage minor conflicts. Children have good levels of independence. They help to tidy away resources and manage their self-care skills competently. Children show kindness and concern for one another, and their efforts are acknowledged by the attentive staff team.

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

- Overall, children are provided with a broad and balanced curriculum, which builds on what they already know and can do. However, some less experienced staff require more support from leaders to implement the curriculum and match activities to children's level of development, in order to help children excel even further in their learning.
- Children show excellent physical skills while playing outdoors. They climb on low-level apparatus, ride tricycles and become fascinated while digging for treasure in soil. Children demonstrate determination and perseverance while learning how to balance on small beams. Staff offer children an abundance of praise and encouragement. This successfully promotes high levels of self-esteem and encourages a positive 'can-do' attitude to learning and trying new things.
- Children's communication and language skills are supported well. Staff working with younger children provide narration as children play, and model new vocabulary. Older children are asked thought-provoking questions and are encouraged to share their thoughts and ideas. Communication strategies are used to encourage children to develop their confidence to talk in group situations. As a result, children are becoming skilful communicators.
- Children demonstrate an enjoyment of stories and songs. They select books to read with their friends and talk about the illustrations. Young children join in with familiar actions to their favourite songs. They repeat new words they have

learned and excitedly clap their hands in anticipation of the next song or rhyme.

- Children with special educational needs and/or disabilities (SEND) receive exceptional support. The special educational needs coordinator assists staff in recognising when children may need additional interventions and helps them to implement effective strategies. This means children with SEND make good progress from their starting points.
- The management team are knowledgeable and dedicated. They lead a team of enthusiastic staff and it is clear that children are at the heart of everything that they do. Leaders and staff reflect upon and evaluate their practice and continuously strive to achieve the highest possible standards. For example, they acknowledge that occasionally routines and transitions within the nursery day could be managed more effectively by staff.
- Parents are extremely complimentary about the nursery and staff team. They describe the nursery as a 'special place that stands out from the rest'. They feel well informed about their child's learning and care routines and comment positively about the progress their children have made since attending.
- Leaders recognise the importance of valuing staff's well-being. Staff morale is high and they feel appreciated and listened to. Staff benefit from a robust cycle of observations of practice and supervision meetings. Professional development opportunities are carefully considered and have a positive impact on outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good awareness of their safeguarding responsibilities. Regular training ensures that staff are able to recognise potential symptoms of abuse and fully understand the procedure to follow if they have concerns about a child's welfare. Staff are vigilant and carry out risk assessments to keep the premises safe and secure. This includes procedures to monitor the arrival of visitors and the safe evacuation of the building in an emergency. Children are learning how to keep themselves safe as they engage in forest-school activities such as, climbing trees. They understand the importance of sun safety, such as wearing a hat and staying hydrated.

What does the setting need to do to improve?

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

- strengthen the knowledge and understanding of less experienced staff with regard to the overarching curriculum intent, to enable children to make even better progress
- better support staff so that they have a thorough understanding of how they can consistently manage transitions and routines.

Setting details

Unique reference number	EY445496
Local authority	Lancashire
Inspection number	10300030
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	201
Name of registered person	Giant Leap Childcare and Learning Centre Limited
Registered person unique reference number	RP904213
Telephone number	01282425893
Date of previous inspection	20 August 2021

Information about this early years setting

Giant Leap Childcare and Learning Centre registered in 2012. The nursery employs 55 members of childcare staff. Of these, 40 hold appropriate early years qualifications at levels 2 to 6, including staff who 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

Inspectors

Karen Cox
Luke Heaney

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors talked to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023