

Inspection of Sceptre Nursery

Sceptre Way, Bamber Bridge, Preston, Lancashire PR5 6AW

Inspection date: 31 August 2023

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

The provision is good

Children are happy and settled in the nursery and show that they feel safe. They demonstrate high self-esteem as they confidently approach visitors to tell them about the schools they will soon attend. Staff's sensitive interactions with babies help them to build strong attachments and gain confidence. Staff help children build independence skills as they progress through the nursery. They develop key life skills, which help them in readiness for their move on to the 'big' room at age two and then for their eventual move on to school.

Children behave well and follow well-embedded routines. They understand expectations of them and respond quickly to requests from staff, for example, to help tidy up. Children lead their own play and keenly join planned group activities. They patiently wait their turn to roll a ball to knock down stacked tin cans. Staff weave mathematics through activities, helping children count the tin cans and write their scores in chalk on the ground. Children demonstrate good understanding of mathematical concepts and number.

Staff help children embed and build on their learning by referring to earlier activities. For instance, children recall planting an acorn and a conker and proudly show their sapling oak and horsechestnut trees to visitors. Staff plan a broad curriculum to suit children's needs. Children make good progress in all areas of their learning.

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

- Staff support children's physical development well. They help babies practise their new skills, encouraging them to climb the gentle slopes in their outdoor area. Older children confidently ride bicycles and balance on beams, building their large muscles. They cut complex shapes with scissors, demonstrating effective fine motor skills, which help to prepare them for early writing. Staff ensure that children moving on to school have well-practised self-care skills.
- Children enjoy stories and songs throughout the nursery. Babies are excited to join in and 'row-the-boat' enthusiastically with staff. They engage in back-and-forth interactions with staff and are delighted when staff join their 'conversations'. Older children sit with staff and listen attentively to their favourite stories. They are chatty and articulate. Children are confident in their communication skills.
- The manager and the special educational needs coordinator work hard to support children with special educational needs and/or disabilities (SEND). For instance, they implement strategies to help children with SEND make progress while referrals for additional support are pending. Children and families who speak English as an additional language are offered appropriate support.

Additional funding is spent appropriately to benefit individual children. All children and families are supported well, according to their individual requirements.

- Children learn how they are each unique and about celebrations from different cultures. For example, they learn about the Three Kings Day celebrations in Spain and learn key words from their friends' home languages. This helps support children's understanding of our diverse world.
- Partnerships with parents are well established. Staff communicate effectively with parents and keep them informed of their children's progress. Leaders ask for parents' opinions to help develop the nursery further. Parents feel involved in their children's development, which helps to maintain consistency of care and learning.
- Staff plan for children's learning incorporating children's experiences from home. Staff also bridge gaps in children's experiences well. For example, staff create a 'beach' with sand and water play for children who have not had this experience with their families. Activities, such as dance and sports classes, help to broaden all children's scope of experience.
- The manager and staff work well as a team and are committed to their roles. This contributes to the happy and calm environment, which supports children's learning well. The manager sources training for staff to enhance their knowledge based on the needs of the children attending. While staff are supported well overall, the manager does not always pinpoint areas for individual staff's personal and professional development. This makes it difficult for leaders to monitor improvements in staff's practice over time.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a sound understanding of safeguarding policies and procedures. They understand how to identify children who may be at risk of harm and how to refer on concerns appropriately. Leaders and staff understand the importance of whistle-blowing and know how to report any concerns about the behaviour of colleagues. Staff teach children about potential online dangers in an age-appropriate way and help them learn to keep themselves safe. Recruitment and induction procedures are sound and help to ensure all staff are suitable. The premises are clean and free from hazards. Children's ongoing safety is promoted well.

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 precisely targeted areas for personal and professional development to help monitor improvements in practice over time.

Setting details

Unique reference number	309646
Local authority	Lancashire
Inspection number	10305185
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	26
Number of children on roll	31
Name of registered person	Eric Wright Group Limited
Registered person unique reference number	RP518534
Telephone number	01772 694747
Date of previous inspection	14 February 2018

Information about this early years setting

Sceptre Nursery registered in 1996. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two at level 5, including the manager. The nursery opens Monday to Friday, 51 weeks per year. Sessions are from 8am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. However, there are no two-year-old children accessing funded places on roll at the time of inspection.

Information about this inspection

Inspector

Amy Johnson

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The nominated individual spoke with the inspector about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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