

# Inspection of Nursery @ Lea

Lea Cp School, Greavestown Lane, Preston PR2 1PD

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Inspection date: 31 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Staff help children to settle quickly and enjoy their time at the welcoming nursery. The calm manner of staff helps children to feel secure as they play and learn. Children develop positive attitudes towards their learning as they engage in interesting activities. Staff involve children in planning activities through their 'school council' where they voice opinions and ideas. This helps children learn about democracy and supports staff to incorporate children's interests into their planning. Children understand staff's expectations of them. For instance, they quickly stop and listen for instructions when staff stand and clap their hands to gain children's attention.

The focus on promoting a love of books in children of all ages shines throughout the setting. Staff link stories to almost all activities and children listen intently as staff read to them. Children remember key parts of familiar stories and staff link these to new learning. Parents borrow books from the nursery library to support their children's learning as they read together at home. There are also books available to support parents' understanding of topics such as toilet training and emotional health. Staff help children to understand and discuss their feelings. They teach children techniques such as 'peer massage'. This helps to promote a calm environment which is conducive to effective learning.

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

- Leaders work closely with school staff to ensure children's transitions to school are smooth. Staff teach children key skills they will need to ease them into school life. For instance, children learn independence skills such as dressing, self-care and managing mealtimes. Children make good progress in their learning and are ready for their move on to school.
- The special educational needs coordinator (SENCo) works hard to access appropriate support and funding for children with special educational needs and/or disabilities (SEND). Funding is spent thoughtfully to be of the greatest benefit to those children who need additional support. For instance, a new member of staff has recently joined the team specifically to support children with SEND. Children with SEND are well supported and make good progress from their starting points.
- Most children behave very well and are keen to learn. Children enjoy each other's company, and staff teach them skills such as sharing and taking turns. Leaders and staff work hard to implement strategies to manage more challenging behaviour and to minimise the effects this may have on other children's learning.
- The curriculum for mathematics is well considered and embedded throughout the setting. Staff use every opportunity to help children to learn about number

and mathematical concepts in exciting ways. For instance, children 'grow' a toy lizard in a bowl of water and excitedly remeasure it at regular intervals. Children gain a firm understanding of the basic concepts of mathematics on which to build future learning.

- Older children are articulate and confident. Staff offer plenty of opportunities for them to hear and practise lots of interesting dialogue and vocabulary. Staff teaching younger children do not always attain the same high level of engagement when teaching larger groups. Therefore, younger children do not always gain as much from group activities as possible.
- Staff help children to understand more about their community and the wider world. For instance, children support local and national charities by creating art for a local art trail. Children learn about becoming responsible citizens.
- Leaders prioritise reflection on their provision. They consider factors, such as the effects of the COVID-19 pandemic, alongside assessments of children's progress. Curriculum planning flows from these evaluations. For instance, the provider runs sessions for pre-school children to support specific physical skills. This helps to bridge any gaps in children's learning and development.
- Leaders prioritise staff's well-being and share good practice throughout the early years sector. For instance, leaders have contributed articles to sector publications about reflective practice. Staff share ideas and complete training on topics that they demonstrate an interest in. Children benefit from the dedicated team that leaders have created.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- consider different ways for younger children to hear and practise more vocabulary in group activities.

## Setting details

<b>Unique reference number</b>	EY498966
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10312208
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	110
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Schools Out Childcare Limited
<b>Registered person unique reference number</b>	RP901044
<b>Telephone number</b>	07763682422
<b>Date of previous inspection</b>	24 April 2018

## Information about this early years setting

Nursery @ Lea operates on the site of Lea Community Primary School, Preston, Lancashire. The nursery operates Monday to Friday, all year except for two weeks at Christmas. Sessions are from 7.30am to 6pm. There is an after-school club which runs from 3pm to 6pm, Monday to Friday term time, and a holiday club which runs from 7.30am to 6pm, Monday to Friday most school holidays for school-age children. The nursery employs nine childcare staff. Six staff hold relevant qualifications at levels 3 or 4, including the manager. The nursery provides funded early education for two-, three-, and four-year-old children.

## Information about this inspection

### Inspector

Amy Johnson

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider's representative and has taken that into account in their evaluations.
- 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.
- The inspector spoke to children to find out about their time at the setting.
- Staff spoke to the inspector at appropriate times during the inspection. The inspector took account of their views.
- The inspector spoke with the provider's representative about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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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