

# Inspection of Elms Private Day Nursery

The Elms, Lowerfold Road, Great Harwood, Blackburn, Lancashire BB6 7NS

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Inspection date: 19 February 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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children clearly enjoy the time they spend in this homely and welcoming nursery. The friendly and nurturing staff build positive relationships with children and swiftly attend to their needs. This helps children to feel safe and secure. Children confidently explore the nursery environment and make independent choices about what they wish to play with. They are eager to learn and try new things with the support of the caring staff team.

The manager and her team have constructed a curriculum that centres around the children's interests and their next steps for learning. Older children learn independence and self-care skills in readiness for school. They are beginning to make meaningful marks and recognise their name. Toddlers are learning how to manage their feelings and behaviour, how to share and to take turns. Babies develop essential physical skills such as crawling and walking and are beginning to use single words. The sequential curriculum supports children to make good progress and prepares them well for the next stage in their learning.

Children understand behavioural expectations, such as the 'golden rules', which staff consistently apply, providing gentle reminders when needed. Staff work closely with parents offering support and guidance to ensure that strategies used at home are equally successful. Children are praised for their efforts and achievements which contributes significantly to their emotional well-being.

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

- The manager has worked hard to swiftly address the concerns raised at the last inspection. Children are able to play in a safe and secure environment. Staff implement effective risk assessments and everyone understands their role in keeping children safe. The environment both indoors and outside is regularly considered. Through reflective practice and purposeful evaluation, further improvements to the outdoors areas are planned.
- Children freely explore the broad range of activities. There is a good balance of adult-directed and child-led learning opportunities. However, as staff prepare for some routines and activities, children sometimes have to wait for long periods. They become disengaged from meaningful play, which impacts on their behaviour. Therefore, learning is not always effective during these times.
- The manager places a strong focus on promoting children's communication and language skills. Staff generally model language well. They engage children in discussions and provide a narration as children play. This means that children are able to hear a wide variety of words. However, at times, staff do not model words correctly. Furthermore, when staff ask children questions, they often ask the next question in quick succession. Children are not always given enough

time to think, respond and share their ideas.

- Children have opportunities to learn about the world around them. They frequently visit places of interest in the local community such as shops, residential care homes, parks and woodlands. Children participate in special festivals and celebrations to help them to understand other cultures. This supports children to learn about others, their place within society and prepares them well for life in modern Britain.
- Staff ensure that children get plenty of fresh air regardless of the weather. Other activities including dance and yoga sessions, help children to understand the effect that exercise has on their bodies. Children also benefit from home-cooked, nutritious meals. At mealtimes they debate what food is good for them. They discuss how drinking milk contributes to strong bones and that eating oranges helps them to prevent getting a cold.
- Children develop a positive 'can-do' attitude and persevere in challenging tasks that at first appear difficult. For example, during a fishing game, children concentrate intently. They develop hand-eye coordination and small muscular control as they attempt to catch the magnetic fish with rods. Staff are careful not to over-direct and sensitively offer support as needed.
- The manager is passionate and dedicated. She leads a team of staff who are enthusiastic and committed to building on their skills. Staff benefit from regular meetings, observations of their practice and frequent training opportunities. Staff have developed effective partnerships with other professionals. These help to provide a consistent approach to meeting children's needs, particularly those who have special educational needs and/or disabilities.

## 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:**

- review and adapt the organisation of transitions throughout the day to ensure that children remain consistently engaged in their play and learning
- ensure that staff model language correctly so that children always hear the correct pronunciation of words
- help staff to develop their practice so that they consistently give children time to think and respond to the questions asked.

## Setting details

<b>Unique reference number</b>	309297
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10317541
<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>	0 to 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Haworth, Glenis
<b>Registered person unique reference number</b>	RP512206
<b>Telephone number</b>	01254 887 353
<b>Date of previous inspection</b>	3 October 2023

## Information about this early years setting

Elms Private Day Nursery registered in 1992. The nursery employs six members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 6, three staff hold an appropriate qualification at level 3 and one at level 2. The nursery opens Monday to Friday, all year round from 7.30am to 6pm, except for one week in July and one week at Christmas.

## Information about this inspection

**Inspector**  
Karen Cox

## Inspection activities

- The inspector discussed any continued 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.
- The inspector talked to staff, children and parents at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation of an activity.
- The inspector 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.

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