

Tarleton Day Nursery

78 Hesketh Lane, Tarleton, PRESTON, PR4 6AQ



Inspection date	11 June 2018
Previous inspection date	30 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders are committed to the continual development of the nursery to help them maintain good quality provision for children. Recent changes to the staff team and the premises have been well managed and have improved the provision for children.
- Recently appointed and highly qualified staff are having a positive impact on the quality of teaching. Staff provide a rich environment, indoors and outdoors that is planned well to offer children interest and challenge in all areas of learning.
- Children are happy and settled. They develop close bonds with consistent staff. Children thrive and enjoy their time at nursery. They have fun and achieve well.
- A highly coordinated approach, in partnership with parents and different professionals, helps to ensure strong assessment and supportive provision for children who have special educational needs (SEN) and/or disabilities.

It is not yet outstanding because:

- Staff's practice is not rigorously evaluated to swiftly identify occasional weaknesses and to provide highly focused opportunities for training and development.
- There is scope to enhance the way that the two year progress check is carried out, in order to fully contribute to the healthy child review.
- Babies are not consistently provided with the very best arrangements for a comfortable and undisturbed sleep.

What the setting needs to do to improve further

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

- more rigorously evaluate staff practice to help to swiftly identify and specifically target opportunities for training and professional development
- enhance the way in which the two year progress check is carried out so that can be used to inform the healthy child review and support even better integrated working
- review and improve provision for sleeping babies.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager. She looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including a recent safeguarding audit and the nursery development plan.
- The inspector had a tour of the premises with the provider and evaluated the effectiveness of risk assessment and the maintenance of the premises and equipment.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders have recently conducted a safeguarding audit. They have taken appropriate action to improve their child protection procedures. They are implementing more robust arrangements for coordinating and sharing information between the lead professionals within the nursery and other agencies. They make good use of their already established links with other professionals, to help to monitor and support families who need it. Risk assessment is appropriately considered. Fire evacuation drills are carried out regularly. Relevant and required records are kept. The manager monitors the impact of teaching on children's learning so that children who are at risk of falling behind in their development, in particular, are quickly identified and supported.

Quality of teaching, learning and assessment is good

Staff build positive relationships with parents from the start. They use what parents know to begin to plan how to meet children's care and learning needs. Staff continue to observe and assess what children can do. They regularly review and identify priorities for individual children's learning and they promote these during well-planned activities. This helps to ensure that children make consistently good progress. Staff who work with babies give high priority to promoting children's physical and communication skills. They provide many opportunities for moving and handling items. They model and repeat words expressively. Staff understand how different children learn and they engage them well. They provide older children with highly interesting opportunities to explore natural materials, such as ice in the water play. They make excellent use of the outside grounds to enhance opportunities for all aspects of learning in response to individual children's interests.

Personal development, behaviour and welfare are good

This is an inclusive nursery. Everyone says they feel welcome and that all children are valued. Children show how safe they feel as they confidently explore the clean and well-resourced play areas both inside and outside. Older children challenge themselves to take small risks as, for example, they climb on the established garden tree. Staff understand the benefits to children of regular fresh air and physical exercise. Older children enjoy planned physical activity sessions and babies are taken on regular community walks using pushchairs. Staff establish seamless routines to maximise opportunities for learning. For example, children find their own named place-setting at the lunch table. They pour their own drinks from a small jug and serve their own food. Children's physical and social skills are well promoted in preparation for their transition to school.

Outcomes for children are good

Children develop the skills and attitudes needed to become confident and capable learners in school. They are keen to investigate and demonstrate awe as they notice change. 'Look,' they say excitedly, as they melt ice to expose small hidden toys. Boys are highly-motivated by exciting activities which interest them, particularly outdoors. Children who have SEN and/or disabilities make good progress in their communication and behaviour, through the specific interventions put in place for them. All children develop good physical, social and communication skills. They progress well in relation to their starting points.

Setting details

Unique reference number	EY415867
Local authority	Lancashire
Inspection number	1135763
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	52
Number of children on roll	118
Name of registered person	Jayne Louise Parkinson
Registered person unique reference number	RP909504
Date of previous inspection	30 October 2014
Telephone number	01772 815111

Tarleton Day Nursery registered in 2010. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. One member of staff holds early years professional status and one member of staff holds early years teacher status. The nursery is open Monday to Friday, from 7.30am to 6pm all year round, except for bank holidays and the week between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

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