

St Andrews Nursery Group

St Andrews CE Infant School, Woodlea Road, Leyland, Lancashire, PR25 1JL



Inspection date	23 March 2015
Previous inspection date	24 October 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The coordination and support for children with specific needs are first class. Parents are fully consulted and other professionals and services very promptly engaged. This significantly promotes children's unique care, learning and developmental needs.
- The well-presented playrooms and outdoor area, along with the wide range of equipment available, allow children to be active learners, make many choices and do things in different way.
- The quality of teaching is good across the team. Assessment for children's current progress and future learning is accurate and undertaken frequently. All children are making good progress, based on their individual starting points, needs and interests.
- Staff are well qualified and some are particularly skilled at supporting children to develop their awareness of their own feelings and those of others.
- The leadership and management of the nursery are strong. Management have a good understanding of and fully meet the requirements of the Early Years Foundation Stage.
- The procedures for safeguarding children are securely understood by all staff. The premises are maintained in a safe manner and equipment is of a good quality. Staff regularly check the suitability of toys to ensure they do not present a hazard to the differing developmental needs of the children attending.

It is not yet outstanding because:

- On some occasions, staff use pre-printed images for children to decorate, which lessens their opportunities to be creative and fully represent their own ideas.
- There is room to include additional information to further help parents more easily understand their child's summary of progress report.

What the setting needs to do to improve further

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

- refine the organisation of creative activities so children are further encouraged to create their own interpretations within their pictures and models
- enhance the written summary of children's progress, by providing some examples of what they are doing or have done, so parents gain an even more informed understanding about the ways their child's play and learning are assessed.

Inspection activities

- The inspector observed activities in the two playrooms inside, as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection. He also held meetings with the nominated person and the nursery manager.
- The inspector carried out a joint observation with the manager and conducted a safety walk with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and evidence of the qualifications and suitability of staff working in the nursery. He also looked at the nursery's self-evaluation document and a range of other documentation.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff engage parents very well to identify children's starting points. They further help keep parents up to date by providing a summary and graph to show children's current progress. However, at present this only provides a statement about whether children's progress is typical, ahead or at risk of delay in each area of learning. It does not explain clearly how the assessment has been made to raise parents' understanding. Teaching is rooted in a good knowledge and children are encouraged to be thinkers. Staff invite them to predict what will happen next when making dough. Children count and organise pieces of fruit into groups. This ignites their desire to learn and they delight in sharing what they think and know. Consequently, children are eager learners and are gaining the skills that prepare them well for their particular next stage of learning. Staff know the children well and they plan a range of interesting activities linked to seasonal events or children's current interests. For example, children made ice after a discussion about a popular film. Key persons identify individual learning intentions for each child. Children play with pleasure and purpose as they choose equipment. They operate technology indoors and out, and write their name with confidence. They thoroughly enjoy creative activities. However, chances to fully express their own ideas are sometimes lessened, as staff present children with pre-printed images, such as an outline of an Easter egg to decorate.

The contribution of the early years provision to the well-being of children is outstanding

The staff work extremely closely with parents to ensure that children settle into nursery and also to prepare them to move on to school. As a result, children are quickly settled and emotionally secure. Staff have high but realistic expectations for the children and support them to build their confidence to attend to their own needs. During snack time they praise children for sharing the milk and passing the jug. This helps children to develop strong friendships with their peers. As a result, children demonstrate they understand acceptable behaviours and they play nicely with each other. Staff take robust action to promote children's safety, health and well-being. They have clear directions as to the dietary requirements of the children. Outside, they remind children to wear a helmet when riding the wheeled equipment down the slope. This allows children excellent opportunities to take risks in a safe manner and learn to take the appropriate actions, such as using their feet to slow themselves down.

The effectiveness of the leadership and management of the early years provision is good

The regular review of the provision for children's learning and staff development is seen as a high priority. Ideas from training attended are shared and improvements made, for example, staff have revised the ways they promote children's mathematical learning. As a result, staff's knowledge is supported and children's play and learning are of good quality. Information about the service is provided in a range of ways, including a nursery handbook. Self-evaluation is strong and ways to improve are frequently reviewed. Stay and play sessions are provided across the week so more parents can attend if they wish.

Setting details

Unique reference number	309742
Local authority	Lancashire
Inspection number	864940
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	42
Name of provider	St Andrews Nursery Group Committee
Date of previous inspection	24 October 2008
Telephone number	01772423 339

St Andrews Nursery Group was registered in 1998. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. One member of staff has Early Years Professional status and another has Early Years Teacher status. The nursery opens from Monday to Friday, during term time only, from 9am to 3.30pm. The nursery provides funded early education for three- and four-year-old children and has close links with the host school.

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