

Little Petals Day Nursery

142 Derbyshire Lane, Stretford, MANCHESTER, M32 8DU



Inspection date

11 July 2016

Previous inspection date

15 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- The provider and managers have a shared vision to promote the best possible care and learning for children. They have worked extremely hard to improve the quality of teaching and learning. The actions and recommendations raised at the last inspection have been successfully addressed. Furthermore, staff have enhanced many other aspects of their practice.
- Staff provide children with a wide variety of interesting activities to promote children's development across all areas of learning. The quality of staff interaction and teaching is good, which helps keep children interested and motivated to learn.
- Key persons are skilled and sensitive and help babies and children to develop strong emotional attachments and feel very secure within the nursery. Care practices are extremely successful in promoting children's good health and well-being.
- Partnerships with parents are effective. Regular exchange of information about children's achievements and parents' positive contributions to children's assessments help ensure that children's learning is well supported at home.
- Self-evaluation systems are thorough and take into account the views of staff, children and parents. Strengths and weaknesses are effectively identified and addressed, and plans for improvement are well targeted and achievable.

It is not yet outstanding because:

- Staff do not have enough opportunities to learn from each other's skills, knowledge and expertise.
- Occasionally, creative activities are too adult led and focus on an end product rather than the process itself.

What the setting needs to do to improve further

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

- provide staff with more opportunities to learn from each other and improve their practice even further
- extend opportunities for children to express their own thoughts and ideas to further develop their creativity and imagination.

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 talked to staff and children throughout the inspection.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the managers. She looked at relevant documentation, such as the self-evaluation, children's learning records and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of the views of parents from written questionnaires obtained by staff.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge and understanding of the signs and symptoms of abuse and the procedures to follow in the event of a child protection concern. Robust security systems ensure that children are protected from unwanted visitors. The managers and staff are well qualified and experienced. Overall, the managers use their good knowledge, skills and expertise to guide, coach and support staff and carry out regular supervision sessions to manage their performance. Staff have a wide range of opportunities to extend their knowledge and skills through a targeted programme of professional development training. The knowledge staff gain is effectively used in practice to ensure that it has a positive impact on learning outcomes for children. The managers have good systems in place for monitoring the progress of groups of children. Any gaps in learning are quickly identified and addressed. Good relationships with external professionals ensure that children who have special educational needs or disability are extremely well supported and the achievement gap is narrowing. Additional funding is spent effectively to help promote the development of children.

Quality of teaching, learning and assessment is good

Staff provide babies and children with a good balance of adult-led and child-initiated activities and the environment is adapted to support their learning well. Children who speak English as an additional language are particularly well supported. Many of them make rapid progress in their understanding of English. Babies have a wonderful time as they explore flour with their hands and fingers. Toddlers are fascinated as they discover that when they mix paints together they can make different colours. This helps them learn through their senses and enhances their natural sense of curiosity. Children are full of enthusiasm as they recall past learning experiences. For example, they tell staff the names of all the planets in the solar system and talk about their picnic on the moon. Staff teach older children to recognise and write their names and develop an understanding of phonics. This has a positive impact on the development of children's literacy skills, which prepares them well for future learning and eventually for school.

Personal development, behaviour and welfare are good

Children confidently explore the environment and make choices about what they want to do. They are happy and well settled in the nursery and demonstrate high levels of confidence and self-esteem. Staff are excellent role models and play alongside children to teach them to understand how to share and take turns. This helps children to develop strong friendships and a secure understanding of acceptable behaviour.

Outcomes for children are good

All children make good progress based on their individual starting points. This includes children who have special educational needs or disability and children who speak English as an additional language. Children develop the key skills that give them a firm foundation for later learning and the eventual move to school. The majority of children make progress typical for their age. Furthermore, several children achieve beyond expected levels of development for their age.

Setting details

Unique reference number	EY391206
Local authority	Trafford
Inspection number	1028576
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 - 8
Total number of places	78
Number of children on roll	108
Name of registered person	Little Petals Day Nursery Limited
Registered person unique reference number	RP903289
Date of previous inspection	15 August 2013
Telephone number	0161 865 7575

Little Petals Day Nursery was registered in 2009 and is privately managed. The nursery employs 21 members of childcare staff. Of these, one holds early years professional status, 13 hold appropriate early years qualifications at level 3 and four hold level 2. The nursery opens from 7.30am until 6pm Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. The nursery provides funded education for two-, three- and four-year-old children.

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