

# Newtown Early Years Centre

West Street, Colne, Lancashire, BB8 0HW



**Inspection date** 26 January 2018  
Previous inspection date 29 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Good	<b>1</b> 2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff are highly ambitious and provide children with an exceptional range of equipment indoors and outdoors. Children are highly motivated and eager to learn. They explore the environment with excitement and inquisitiveness.
- Staff demonstrate exceptional teaching skills. They complete extremely comprehensive assessments of children's learning and plan meticulously to continually challenge and motivate them. Staff plan very effectively to help children rapidly achieve their next steps in learning.
- Partnership working is exemplary. The provision is an important and integral part of the whole school. The manager and the head of school have embedded exceptional transitional procedures that are supportive and effective. As a result, children are very well prepared for their move to school.
- The manager is dedicated, knowledgeable and ambitious. She aims for excellence, constantly reflecting on and refining the quality of the provision. Targets for improvement ensure the continuous evolution of the early years centre.
- Parents have infinite opportunities to make positive contributions to their children's learning. For example, staff regularly gather information on children's speech development from parents. Staff use this information to accurately monitor children's communication and language skills and to celebrate children's progress in this area.

## What the setting needs to do to improve further

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

- continue to analyse the progress made by different groups of children.

### 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 carried out a joint observation with the manager.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector looked at a wide range of documentation, including staff suitability checks, children's development records and policies and procedures.
- The inspector spoke to parents and read their written testimonials to gather their views.

### Inspector

Michaela Francioli

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The manager and her staff team are highly motivated and have an enthusiastic attitude towards continual improvement. They strive to ensure outcomes for all children are at the highest level of achievement. The highly effective manager and the head of school have developed and embedded superb supervision that includes targets which are reviewed in a cyclical process to ensure staff's practice is of excellent quality. Excellent monitoring of different groups of children is used effectively to identify any gaps in children's learning. Staff are planning on continuing to analyse this information. Safeguarding is effective. Staff have a comprehensive understanding of their individual responsibilities in protecting children from harm. The manager's record keeping is meticulous. Staff are extremely keen to extend their skills and keep children excited about new learning experiences. For example, staff attend training workshops, such as developing children's mathematical skills.

### Quality of teaching, learning and assessment is outstanding

Children are animated and fully engaged in learning experiences. They ask questions and persevere at a task, experimenting and trying out their own ideas. They gather leaves to make marks in paint and discuss the shapes they have made. Equipment is of a very high standard and offers a wealth of opportunities for children to experience natural resources. Staff instinctively intervene in play to extend children's learning at every given opportunity. For example, when babies pretend to set a table with plates, staff introduce foods and encourage them to feed the dolls. Children's language skills are extended and staff expertly ask questions to evoke thinking. Staff introduce new words, such as 'slimy' and 'slippy', to enhance children's vocabulary. Mathematical concepts are very well embedded. Children talk about size and number with confidence. Teaching is outstanding and staff are able and competent at providing excellent learning opportunities for children.

### Personal development, behaviour and welfare are outstanding

Staff encourage children to freely explore this warm and invigorating environment. Children are given sustained amounts of time to learn outdoors. Staff provide suitable clothing and footwear so that children can play outside in all weathers. Children run around confidently up and down a hill, and staff encourage them to think about their own and others' safety. Children's independence is encouraged and they expertly put on high-visibility jackets and paint aprons or tend to their own hygiene needs. Routines and boundaries are extremely well embedded and children are fully cooperative, such as at tidy up time. Children's behaviour is exemplary. Mealtimes are exceptionally well managed and children enjoy delicious home-cooked meals.

### Outcomes for children are outstanding

Children enjoy coming to this stimulating provision and make rapid progress from their starting points, including those who have special educational needs and/or disabilities. Highly effective teaching ensures that children gain excellent early language and mathematical skills. Children are highly independent from an early age, passing the snack around and choosing their drink.

## Setting details

<b>Unique reference number</b>	EY258620
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1064424
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	39
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Newtown Early Years Centre
<b>Registered person unique reference number</b>	RP521362
<b>Date of previous inspection</b>	29 May 2013
<b>Telephone number</b>	01282 864411

Newtown Early Years Centre registered in 2004. It is run by a voluntary management committee. The setting employs 13 members of childcare staff. Of these, 12 hold early years qualifications at level 2 and above. The setting opens Monday to Friday for 51 weeks of the year. Sessions are from 7.45am until 5.45pm. The setting provides funded early education for two-year-old children.

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