

Inspection date	28 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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 manager and staff work well together as a close-knit team. They share the same vision for the nursery. They regularly evaluate their practice and identify areas for development. For example, they have plans to develop the outdoor area to further support children's learning.
- Staff understand children's individual needs well. Children have forged close attachments with staff and they are happy and settled in their care. Staff support children's well-being and help them to recognise and understand different emotions. Children listen carefully to staff and children's behaviour is good.
- Children with special educational needs and/or disabilities (SEND) are supported by knowledgeable and experienced staff. Partnerships with a range of other professionals are in place. This helps to support children's individual needs. Staff have high expectations for all children in their care.
- The nursery operates from a shared building. Staff have to pack all resources away, as the environment is used by different community groups. Staff work extremely hard at creating an interesting and vibrant environment, which helps to engage children in learning.
- Partnerships with parents are in place. Staff regularly share information about children's development and suggest ideas for parents to support children's learning at home. Parents are very complimentary about the care their children receive. Parents discuss that the staff are a great team who 'really care for children'.
- Staff do not always fully support children to develop correct pronunciation or leave enough time for children to formulate a response after they have been asked a question.
- The manager assesses the progress of individual children and some groups of children, but is not yet assessing all groups of children to identify patterns and address any gaps in their learning.

What the setting needs to do to improve further

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

- maximise opportunities to support children's developing communication and language skills
- expand further the processes for assessing the progress and development of different groups of children, to identify and address common gaps in children's learning.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with children, staff, parents and the manager during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at documentation, such as children's development records, a sample of policies and procedures, processes of assessment and the suitability of staff.
- The inspector spoke to a number of parents during the inspection to take account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of leadership and management is good

The manager fosters a culture of collaborative working amongst staff. She welcomes their views and knowledge and helps them to provide high levels of care. Safeguarding is effective. Staff implement effective strategies to promote children's safety. For example, as the building is shared by other community groups, staff open the door to all visitors. This ensures they are aware of who is on the premises. Staff are supported through induction procedures, staff meetings and supervision meetings. Staff liaise with colleagues every day to evaluate the provision and discuss good practice. Staff attend training opportunities to strengthen their knowledge. Overall, assessment is good. The manager monitors the progress of individual children, to ensure that any gaps in their learning are quickly identified and addressed. Partnerships with teachers from local schools are in place. This helps to support children as they move to school.

Quality of teaching, learning and assessment is good

Staff plan a wide range of activities which are based on children's natural interests. Children enthusiastically access resources and instigate their own play. Staff are superb at creating opportunities for mark making. For example, children use paints at an easel. They use chalks outside to draw around one another on the floor and write shopping lists in the role play area. Mathematics is promoted in imaginative ways. For example, children count beans as they re-enact a traditional tale and exchange money in the role play flower shop. In addition, children use objects from real life and understand they have a purpose, such as rulers and weighing scales. Staff make regular assessments of children's individual progress.

Personal development, behaviour and welfare are good

The nursery is a very welcoming environment. Staff are positive role models for children and are good at nurturing their emotional well-being. For example, staff read stories and talk with children to help them prepare for change, as they leave to start school. Children enjoy being part of routines and demonstrate high levels of self-esteem and independence. For example, they skilfully use knives to cut up fruit for snack. Children gain an understanding of the natural world. They plant fruit in the nursery garden and enjoy observing worms in a wormery. Children begin to appreciate healthy lifestyles. They play outside every day, take walks in the local environment and take part in weekly dance and drama sessions.

Outcomes for children are good

Children are active and motivated learners. They interact well with each other and enjoy accessing resources to initiate their own play. For example, children choose to play with construction blocks and enjoy being set challenges by staff. This supports children's problem-solving skills. All children, including those with SEND, make good progress. They are prepared well for the next stage in their learning.

Setting details

Unique reference number	EY539831
Local authority	Lancashire
Inspection number	10089668
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	27
Name of registered person	Nightingale, Marsha Natali
Registered person unique reference number	RP539830
Date of previous inspection	Not applicable
Telephone number	01257 270854

Tatton Nursery registered in 2016. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, three hold qualifications at level 3 and two members of staff are unqualified. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 3pm.

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