

Inspection of Tarleton Day Nursery

78 Hesketh Lane, Tarleton, PRESTON PR4 6AQ

Inspection date: 23 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and feel safe at this home-from-home, warm and welcoming nursery. They are greeted at the door by friendly staff. Children eagerly explore the environment and engage in play as soon as they arrive. They play imaginatively in the role play kitchen outdoors. They make cakes, stirring the 'mixture' in a bowl and then placing it into the pretend oven, exclaiming, 'It's done!' Children develop their communication skills as they join together to enthusiastically sing songs that are familiar to them. Children relish their time outside and demonstrate good physical dexterity as they balance on wooden beams and navigate obstacles as they ride tricycles. Staff teach children to take appropriate risks and challenges as they play, building their confidence and self-esteem.

Children are comfortable and confident and move around, engaging in activities of their choice. They receive a good level of support from staff who quickly respond to their needs. This has a positive effect on children's confidence, behaviour and emotional well-being. Children's good behaviour is demonstrated through their positive actions. For instance, children kindly hand toys to others during play and they actively help with everyday tasks. As a result, children behave well, demonstrating that they understand the high expectations of them.

What does the early years setting do well and what does it need to do better?

- The manager and staff plan and deliver an interesting curriculum that is focused on each child's assessed developmental needs. They understand what children know and can do and then provide activities to help them build a range of skills. Gaps in learning are quickly identified and addressed by the staff team. Children make progress and consistently build on their learning.
- The manager regularly arranges training to support staff to improve their knowledge and skills. Staff say they feel valued and the long-serving team work very well together. However, the supervision meetings that staff receive do not focus effectively on providing clear feedback. This means that staff cannot develop their quality of teaching and learning through the supervision process.
- The proactive staff work together with parents and other professionals to target support for children with special educational needs and/or disabilities. The newly appointed special educational needs and disabilities coordinator is quick to refer children when they need additional support. They devise targeted plans of support for each child. This ensures that all children who need extra help in their learning receive the support they need.
- Children develop a love of books as they listen to familiar stories. Staff are engaging and encourage the children to think about what comes next. For instance, when reading the book 'Superworm', the children join in with refrains and predict what will happen next. This love of books helps to develop children's

vocabulary and language skills.

- Children show that they are aware of the nursery routine and what happens next. However, sometimes, children are left waiting too long during and after activities they have completed. This means that some children lose interest and become distracted.
- Children are learning the importance of leading a healthy lifestyle. They enjoy healthy and nutritious snacks and engage in outdoor energetic play. Children are beginning to understand the importance of handwashing. For example, children know to wash their hands after playing in the garden. Staff explain to the children how cleaning can help to get rid of germs.
- Children are helped to learn about the wider world beyond their own experiences. The manager and staff teach children about differences in their own community and beyond. For example, when staff notice that some children show a keen interest in tractors during their play, they provide children with the experience of sitting on a tractor. Furthermore, children attend swimming lessons every week to support their water confidence and swimming safety.
- Parent partnerships are strong. Parents speak highly of staff and how 'warm and friendly' they are. Parents who speak English as an additional language are supported well. Staff work alongside local services to ensure that these families receive the very best care and support available to them. The staff share information with parents about how they can support their children's learning at home. Children make very good progress in their understanding of English and speak clearly to both staff and their friends about their needs and wishes.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge of all aspects of safeguarding and know how to protect children. This includes the procedures to follow if they have a concern about another staff member or the provider. Staff know what to do if a child makes a disclosure to them. They understand the importance of monitoring injuries sustained away from the setting. They are aware of how to make a referral if they have a safeguarding concern. Staff carry out regular risk assessments around the nursery to ensure any potential hazards are minimised. The manager follows robust procedures when new staff are recruited.

What does the setting need to do to improve?

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

- strengthen how supervisions are used to provide staff with clear targets that relate to quality of teaching and learning
- review transition times during activities and throughout the nursery session to ensure that children are not left waiting too long and engage in their learning.

Setting details

Unique reference number	2636894
Local authority	Lancashire
Inspection number	10289314
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	66
Name of registered person	Morris, Susan
Registered person unique reference number	2533902
Telephone number	01772 815111
Date of previous inspection	Not applicable

Information about this early years setting

Tarlton Day Nursery registered in 2021. The nursery opens Monday to Friday from 7.30am to 6pm all year round, except for one week at Christmas. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and 3. The manager holds a level 6 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out joint observations of activities and evaluated the effectiveness together.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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