

Inspection date	9 October 2018
Previous inspection date	29 June 2016

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

The provision is good

- Staff have a secure understanding of how children learn and develop. The varied range of exciting activities accurately reflects children's current interests and next steps in learning. Children are engaged, challenged and motivated to learn.
- Children are confident and have good self-esteem. They quickly develop good relationships with staff and make friends with other children, showing they feel emotionally secure.
- Children participate in group activities with enthusiasm and energy. They thoroughly enjoy acting out the actions to familiar songs in the singing tent.
- Children are provided with a good range of freshly prepared nutritious meals and snacks, which contributes towards keeping them healthy.
- Staff employ good hygiene practices in the kitchen and carry out regular checks of the environment to ensure it remains a safe place for children.
- Self-evaluation practices are good. The management team works effectively and seeks feedback from children, staff and parents to plan improvements to the setting.

It is not yet outstanding because:

- The key-person system is not always highly successful at providing opportunities to continue to develop the relationships with families beyond the initial settling-in period.
- Continued professional development opportunities are in place for all staff, however, staff do not always receive incisive feedback to help them focus sharply on continually raising the quality of teaching.

What the setting needs to do to improve further

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

- review the key-person system to provide even more opportunities to continue to build a relationship with parents beyond the settling-in period
- develop the supervision of staff even further so that it is even more sharply focused on continually improving the quality of teaching.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the management team, staff and children at convenient times during the inspection.
- The inspector spoke to parents during the day and took account of their views.
- The inspector checked the evidence of the suitability of the staff, confirmation of staff training, recruitment procedures and policies.
- The inspector carried out a joint observation with the manager.

Inspector
Linda Shore

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff demonstrate a very good understanding of their role to keep children safe. They know how to identify the possible signs and symptoms of abuse and how to report their concerns in a timely manner. A range of robust policies and procedures is accessible in the setting and evident in practice. For example, policies relating to the recording of accidents and injuries are closely followed. Effective systems are in place for monitoring children's progress. Any identified gaps in their learning are swiftly addressed. Staff are deployed well and the quality of their practice is regularly reviewed. Recruitment and induction systems ensure that staff are suitable to work with children. Overall, staff get the support they need to develop new skills.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and teaching is of a high quality. Staff describe what is happening, ask questions and model language as children play. This helps to promote children's understanding while extending their vocabulary. Children's understanding of shape and numbers is integrated into all aspects of their play. For instance, they put pieces of logs together to form circles and work out how many wheels there are on two cars. Older children learn to recognise numerals up to 10 and count the fingers on the 'sand hands', gloves filled with sand. Staff help promote children's early reading skills. For example, they take advantage of spontaneous opportunities outdoors to read to children and encourage them to predict what will happen next.

Personal development, behaviour and welfare are good

Children are encouraged to try and put on their own hats and coats for outdoor play. They benefit from access to daily outdoor activities where they enjoy exploring the environment and have space for energetic play. Staff ensure that children settle quickly into the nursery and form strong bonds with their key person and other children. Even the youngest children are taught good hygiene practices and encouraged to feed themselves. Staff sit and chat with children about the vegetables they are eating as they enjoy the healthy, home-cooked food. This all contributes well to children's growing understanding of living a healthy lifestyle. Children behave well. They receive lots of praise and recognition for their efforts and achievements.

Outcomes for children are good

Children listen well, respond to instructions from staff and show high levels of self-esteem and confidence to 'have a go'. They gain independence in their self-care skills, listen to each other as they play together and establish friendships. Children learn skills that help prepare them for their future learning and their eventual move to school. All children make good progress from their starting points.

Setting details

Unique reference number	EY362900
Local authority	Lancashire
Inspection number	10080849
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 11
Total number of places	95
Number of children on roll	143
Name of registered person	Padiwacks.co.uk Ltd
Registered person unique reference number	RP908084
Date of previous inspection	29 June 2016
Telephone number	01282 778018

Padiwacks.co.uk Ltd registered in 2007 and is situated in Padiham, Burnley. The setting opens Monday to Friday from 7am to 7pm. It provides funded early years education for children aged two, three and four years. The setting employs 27 members of staff. Of these, 19 hold appropriate early years qualifications, including one member of staff with qualified teacher status and the manager who is qualified to level 6.

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