

Clifton Lodge Nursery

228 Clifton Drive South, St Annes On Sea, Lancashire, FY8 1HY



Inspection date	2 June 2016
Previous inspection date	6 April 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
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

- The management team is inspirational. Managers are highly reflective and use innovative methods to constantly drive up standards across the already outstanding nursery. They share their superb knowledge and skills with staff and parents, to help inspire and harness diverse and effective learning experiences for all children.
- Partnerships with parents are exemplary. They are continuously consulted on all aspects of the nursery to ensure the exceptionally high standards are in place. Home learning is extremely well supported through resources available in a variety of languages. This shared approach supports children's learning and development and well-being, both in their own home and in the nursery.
- High priority is given to children's safety and physical well-being. Outstanding care practices, an abundance of physical activity and outdoor play, visitors, topics and outings instil early messages about keeping safe and healthy.
- The quality of teaching is excellent as staff provide rich, varied and imaginative experiences based on children's interests and learning styles. As a result, children are highly motivated, eager to explore and develop a thirst for learning.
- Activities are planned in great detail around children's individual needs, interests and suggestions. These include exciting first-hand opportunities for children to build on their existing skills and learn new ones.
- The mostly qualified staff are highly skilled and extremely sensitive in helping children form secure emotional attachments. Children's individual care needs are superbly met and their confidence and emotional well-being are very successfully supported.
- Children with additional needs are particularly well supported. Staff are knowledgeable and comprehensively support children. All children have their individual needs met exceptionally well and make excellent progress from their starting points.

What the setting needs to do to improve further

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

- extend the excellent way in which the tracking of the progress made by different groups of children is used.

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 completed a joint observation with the nursery manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the provision. She looked at a range of other documentation, including policies and procedures and the nursery's self-evaluation.
- The inspector looked at parental feedback documents and questionnaires. She took account of the written views of parents, and the views of those spoken to on the day.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the managers.

Inspector

Jacqueline Midgley

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The management team has meticulous records and policies which are implemented well and help to promote children's safety and welfare. There are exceptionally rigorous systems to bring about continuous improvement in staff practice, including the identification of their training needs. They are provided with ongoing supervision and support to ensure the quality of teaching is consistent. For example, following language development programmes and training on outdoor play, staff have established wonderful environments and spaces for children to practise their communication skills. Self-evaluation is focused and precise. The manager has correctly identified the benefits of extending even further the way that the progress of different groups of children is tracked in order to optimise staff development opportunities.

Quality of teaching, learning and assessment is outstanding

Staff offer each child a superb range of opportunities and experiences that ignites and fosters children's natural curiosity, imagination and motivation to learn. An excellent mix of adult-led and child-initiated activities ensures children's individual learning styles are exceptionally well supported and they remain enthusiastic and motivated to learn. For example, children speculate what might happen as they complete science experiments to create 'potions' linked to their favourite story. Older children show curiosity and thinking skills as they imaginatively describe and make connections in their experiences. Staff use a range of highly effective strategies to promote children's communication and language skills. One example is when children wear 'ask me' badges. Children show confidence as they talk about their experiences, answer questions and skilfully use an increasingly wide vocabulary. Planning and assessment are focused, precise and extremely effective.

Personal development, behaviour and welfare are outstanding

Children form very strong attachments with their key person and are highly motivated and confident. As a result, children are self-motivated because their emotional well-being is very well promoted. Staff make highly effectively use of all opportunities to promote children's independence, including their self-care skills. Children learn to assess risk and keep themselves safe. Older children use real tools safely in the workshop area, and younger children advise visitors how to keep themselves safe on the stairs. Children fully understand what is expected of them and their behaviour is exemplary. There are a variety of well-considered opportunities for children to learn about similarities, differences and diversity in the local and global community. A variety of well thought out strategies are used to support children's emotional well-being. One example is the use of the nursery doll to explore feelings about change, such as starting school.

Outcomes for children are outstanding

Outcomes for children are excellent. The wide range of activities and purposeful teaching have a positive impact on the rapid progress that children are making from their starting points. Children quickly gain the confidence needed to try new experiences, and are well prepared for the next stage in their learning, including school. They are confident and enthusiastic in their learning.

Setting details

Unique reference number	EY298194
Local authority	Lancashire
Inspection number	848851
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 - 4
Total number of places	70
Number of children on roll	120
Name of registered person	Learning Curve (lancashire) Ltd
Registered person unique reference number	RP534316
Date of previous inspection	6 April 2009
Telephone number	01253 781921

Clifton Lodge Nursery was registered in 2005. The nursery employs 29 members of childcare staff. Of these, 26 hold appropriate early years qualifications, 21 hold qualifications between level 2 and level 6, and six hold early years professional and/or qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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