

Unity College Blackpool Family Centre

Warbreck Hill Road, Blackpool, FY2 0TS



Inspection date	10 February 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children are very confident and settled. Their emotional well-being is of utmost priority within the nursery and staff provide excellent support for children's emotional development.
- Children enjoy their time in this stimulating nursery. Their high levels of curiosity, interest and engagement are supported by highly-qualified staff who know each child's needs and interests very well.
- Excellent partnerships between parents and nursery staff make a real difference to children's lives. Staff work to build strong relationships, which significantly promote children's well-being and learning.
- The nursery, children's centre and school staff work together very effectively to support children and their families. This highly-integrated working helps staff identify and address children's needs quickly.
- Nursery staff work closely with a wide range of other professionals to ensure children receive the support they need. Children make rapid progress as a result of excellent intervention.
- Older children receive excellent preparation for their move on to the reception class in school. Nursery and reception class staff work closely together, sharing good practice and addressing children's individual needs exceedingly well.
- The leaders and team members are passionate about, and committed to, improving outcomes for the children and their families. They continuously review the impact they are having and work to improve the quality of their provision even further.

What the setting needs to do to improve further

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

- continue to offer rich opportunities to accelerate younger three-year-olds' learning, as they move into the pre-school room.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held meetings with the manager of the nursery, the school phase 1 leader and the school principal.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Sara Edwards

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children are enthusiastic learners who are busy, happy and highly engaged in their play. They enjoy a wide range of interesting learning opportunities provided by highly skilled and knowledgeable staff. Staff design each area of the nursery extremely well, to stimulate and support children's development and well-being. They provide high quality teaching, for example, using group times in the pre-school room very effectively to teach children about letters and sounds. Children's individual learning needs are met, with focused plans based on accurate assessments. Staff quickly identify and address gaps in children's learning. They access support from a wide range of other professionals to provide specialised, personal support for the many children who need additional help. Partnerships with parents support children's learning very well through a strong shared approach. Children are all making significant progress from their starting points and developing the skills that will support the next stage of their learning.

The contribution of the early years provision to the well-being of children is outstanding

The nursery team places an exceptional emphasis on children's well-being. Children have strong relationships with the key staff members responsible for their care. Children show in their behaviour that they feel valued by everyone at nursery. They confidently invite adults into their play, secure in the knowledge that all adults at the nursery are interesting to play with and interested in them. Staff help children learn to manage their emotions and their behaviour exceedingly well. They frequently talk with older children about their feelings. As a result, children generally behave extremely well and are often kind and considerate to others. Staff provide children with interesting opportunities to move, exercise and challenge themselves safely. Older children enjoy a rich variety of physical activity sessions during the week. Leaders and staff keep children safe from harm and protect their health with robust practice, high standards and excellent attention to children's individual needs.

The effectiveness of the leadership and management of the early years provision is outstanding

The manager monitors the progress of individual children and groups rigorously, to ensure children receive the targeted support they need. Leaders monitor practice closely and provide staff with strong support through supervisions, training and qualifications. This results in high quality teaching, which continually improves. The manager encourages reflective practice and evaluation, which leads to further improvements to the provision for children. For example, leaders have identified offering even richer opportunities to accelerate younger three-year-olds' learning, even more effectively when they first move into the pre-school room. The nursery manager and school leaders have an excellent understanding of the barriers and opportunities for improving outcomes for the children in their care. The nursery is very focused on families, and the manager and staff work together with parents exceptionally well to solve problems, such as poor attendance. This makes a significant difference to children's lives.

Setting details

Unique reference number	EY315659
Local authority	Blackpool
Inspection number	856791
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	61
Name of provider	Unity College Blackpool
Date of previous inspection	Not applicable
Telephone number	01253 478 129 or 01253 355 493

Unity College Blackpool Family Centre was registered in 2006. The nursery employs nine members of childcare staff. All nine hold appropriate early years qualifications, five at level 3, three at level 5 and one at level 6. The manager has Early Years Professional Status. The nursery opens Monday to Friday, during term time. Sessions are from 8.45am to 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is linked to the Unity Academy Children's Centre on the school site of Unity Academy Blackpool.

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