

Inspection date

23 March 2016

Previous inspection date

12 December 2011

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

- Leadership is exceptional. The staff and management team is highly committed to the pursuit of excellence. A superb focus on teaching and promoting a culture of reflective practice and continuous improvement contributes to the rapid progress children are making.
- Children thrive in this vibrant, rich and stimulating setting. A wealth of exciting and engaging activities, both inside and outdoors, supports children's development across all areas of learning. Children make outstanding progress.
- Teaching is inspirational. Highly robust procedures for improving and supporting staff practice are delivered through rigorous supervision, training and monitoring of teaching. This exceptional support for staff, and the high level of qualifications, contribute to the superb quality teaching taking place.
- The rigorous and accurate assessment and tracking of children's progress, contribute significantly to the planning for their individual needs. As a result, necessary early intervention is made, and external support is sought at the very earliest opportunity.
- Children are extremely confident and active learners. They form very strong emotional attachments with their key people and are very happy and secure in this dynamic setting.
- Self-evaluation is robust and highly accurate, taking into account the views of parents, children and staff. Plans for improvement are targeted on improving outcomes for children.

What the setting needs to do to improve further

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

- enhance the already superb system for working with parents to fully complement the learning taking place for every child.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities and the quality of teaching in the playroom and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Janet Singleton

Inspection findings

Effectiveness of the leadership and management is outstanding

Leaders and managers are highly passionate about delivering high-quality care and education for all children. The precise and robust system for planning children's progress is extremely individual and sharply focused on narrowing gaps in achievement. The arrangements for safeguarding are effective. The staff are exceptionally secure in their knowledge and understanding of what to do to protect children from harm. Superb links with external agencies contribute significantly to safeguard children's welfare and to the rapid progress children are making. Risks are rigorously assessed and minimised to keep children safe. Although partnerships with parents are extremely secure, the management team is keen to explore new ways to engage parents even further. Parents are highly complimentary about the progress their children are making at the setting. All required policies are in place, and they are comprehensive, reviewed and implemented successfully.

Quality of teaching, learning and assessment is outstanding

Teaching is inspirational and highly motivates children to learn. Staff know the children exceptionally well. Robust baseline assessments are completed and comprehensive information is sought regarding what children know and can do. Staff use exemplary strategies to engage children in their learning which enables them to build on their existing skills. Extremely sensitive and careful use of questioning supports children's thinking, problem solving and communication skills. Examples of this dynamic practice are children discussing the design and construction of the brick house. Additionally, they enthusiastically participate in role play where they make vegetable stew, chopping the real vegetables and learning to play well together. Staff expertly introduce colours, shapes and numbers as children play, which contributes to their rapid progress.

Personal development, behaviour and welfare are outstanding

Children have many varied and exciting opportunities to make superb choices about what they want to do. They are provided with many dynamic opportunities to play outside where they learn to manage appropriate risks. For example, they climb up the grass slope and play with tools in the mud. Additionally, children learn about healthy lifestyles and become independent individuals as they put on their own coats and Wellington boots to go outdoors. Children are supported by the caring and sensitive staff that help to build their self-esteem and high levels of confidence. Children's unique backgrounds and cultures are celebrated. Children learn to respect and tolerate each other as they are valued and fully included in all activities and opportunities provided.

Outcomes for children are outstanding

Children are making substantial and sustained progress across all areas of their learning and development. They are active, confident children who acquire key skills in readiness for their next stage of learning and move to school. All children, including those whose starting points are lower, are making rapid improvements in their development across all areas of learning. Additionally, identified gaps in children's achievements are narrowing.

Setting details

Unique reference number	EY265392
Local authority	Lancashire
Inspection number	848478
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	50
Number of children on roll	36
Name of provider	The Rocking Horse Club - Pendle Ltd
Date of previous inspection	12 December 2011
Telephone number	01282 603 375

Little Tigers was registered in 2003 and is part of the Walton Lane Nursery School and Children's Centre. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one at level 4. Additionally, there are three support management staff, of these, one holds an appropriate early years qualification at level 6 and there is a further staff member with Qualified Teacher Status. The setting opens from Monday to Friday, during term time only. Sessions are from 8.30am until 4.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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