

Lighthouse Centre

Sandy Lane, Chorlton, Manchester, Lancashire M21 8TZ



Inspection date	19 March 2019
Previous inspection date	1 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

This provision is good

- The dedicated and enthusiastic management team show a good commitment to improving outcomes for children. This is reflected in the motivated staff team who share their vision of removing barriers to learning. Children have a strong sense of belonging and thoroughly enjoy their time at this good-quality setting.
- The staff team provide children with personalised and exciting learning opportunities, which keep them interested to learn. Resources are plentiful and children confidently access toys that are of interest to them.
- Self-evaluation helps to identify what the setting does well and what can be done to drive forward further change. Targets are devised with challenging goals and are monitored with great precision. The views of staff, parents and children are sought and fed into the development plans of the setting.
- Children display good behaviour. Babies begin to learn that some of their actions may have an impact on others. Older children are astute to the emotional well-being of their friends and regularly embrace one another with hugs and cuddles.
- Partnership working is strong. Links with parents are rooted in trust and respect. Parents are extremely complimentary about the setting and the dedication of staff.
- Transitions across the setting are supported very well. Staff skilfully help children to settle and feel secure in their new environment. Children develop positive attitudes towards their learning and are well prepared for their move on to school.
- Overall, staff know children well and are aware of their stages of development. Activities are personalised and children make good progress from their unique starting points.
- The management team has effective systems for tracking the progress of individual children but do not yet consistently review the progress made by different groups of children, such as the most able children.
- Staff miss opportunities to further develop children's critical-thinking skills during their play and learning.

What the setting needs to do to improve further

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

- enhance the analysis of children's assessments to track and monitor the progress of a range of different groups, to target any specific interventions even more precisely
- provide more opportunities for children to use their critical-thinking skills during their play and learning.

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 carried out a joint observation of a planned activity with the manager.
- The inspector held a number of discussions with the management team. She looked at relevant documentation, including children's learning records, and reviewed evidence of the suitability of all persons working on the premises.
- The inspector spoke to staff and children during the inspection and took into account the written views of parents and carers.
- The inspector had a tour of the premises.

Inspector

Shelley O'Brien

Inspection findings

Effectiveness of leadership and management is good

The management team have a strong vision and passion to provide the very best of outcomes to children and their families. They demonstrate an unwavering commitment to drive forward change and have robust action plans in place. Staff receive the relevant support, guidance and coaching during supervisory sessions and appraisal meetings. Robust targets are set and are monitored by the manager. Staff attend regular training programmes and share best practice ideas with one another. Safeguarding is effective. All staff are aware of their responsibilities to keep children safe. They are aware of the signs, symptoms and indicators of possible abuse and neglect. They know the referral procedure and understand the steps to take if they have a concern about the conduct of a staff member.

Quality of teaching, learning and assessment is good

Children are enthusiastic learners who have good perseverance skills. They enjoy participating in a range of activities and show great delight while playing with one another. Babies are confident communicators and show good physical dexterity as they mount low-level play equipment. Older children display good literacy skills and become fascinated while reading their favourite stories. Pre-school children enthusiastically plant seeds and articulately discuss the scientific process of growth and decay. Staff support children's mathematical development very well. They provide children with an array of opportunities to discuss shape, space and colour. Children relish these experiences and are keen to take on new challenges.

Personal development, behaviour and welfare are good

Children have access to a well-resourced outdoor play area. They confidently practise their physical skills while running, jumping and balancing. Babies enjoy manoeuvring around obstacles and are fascinated while playing in a ball pool. Staff are good role models and consistently offer praise and encouragement to children. This helps to increase their self-esteem and supports their emotional well-being. Staff teach children very well about healthy living and encourage them to tend to their own physical needs. Children wash their hands before having meals and talk about the importance of trying a range of nutritious foods.

Outcomes for children are good

Children are well prepared for the next stage in their learning and for their eventual move on to school. From their differing starting points, all children make good gains towards the early learning goals. They develop strong bonds with staff and play harmoniously together. They are independent individuals who take great pride in their personal achievements. They are skilful communicators who use a wide range of vocabulary.

Setting details

Unique reference number	500127
Local authority	Manchester
Inspection number	10064783
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	41
Number of children on roll	42
Name of registered person	Elim Foursquare Gospel Alliance
Registered person unique reference number	RP520159
Date of previous inspection	1 June 2016
Telephone number	0161 881 1415

Lighthouse Centre registered in 1991 and is situated in Chorlton, Greater Manchester. The nursery employs 17 members of childcare staff. Of these, five staff members hold a level 6 qualification and 11 staff members hold a level 2 qualification or above. One staff member is unqualified. The nursery opens all year round from Monday to Friday, except for bank holidays and during the Christmas period. Sessions are from 8am until 6pm, Monday to Thursday and then 8am until 5.30pm on Fridays. The nursery provides funded early education for two-, three and four-year-old children.

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