

Nature Trail Nursery

239 Preston Road, Clayton Le Woods, Chorley, PR6 7PY



Inspection date

Previous inspection date

14 September 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the 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 managers and leaders have worked well with staff and parents to plan a safe and welcoming play and learning environment. They carefully monitor the range and quality of activities to ensure children have varied experiences in all areas of learning.
- The quality of teaching is good. Staff are good role models for children. They show children how to roll and shape dough or pour water down pipes and make marks on the ground. They support and motivate children well.
- Children enjoy being active and learning new things. They are eager to explore independently and join in enthusiastically with small-group activities. They make good progress in their learning.
- Children are well cared for. The key-person system is effective and supports children to settle quickly. Children are happy and emotionally secure. Staff know them well and are attentive to their needs and interests.
- The provider has established effective evaluation procedures. They seek and act on the views of parents. Children's views are valued and encouraged.
- Relationships with parents and other professionals are strong. They are used effectively to help plan for consistency in children's care and learning and to ensure their unique needs are met.

It is not yet outstanding because:

- Staffing arrangements in the pre-school room do not support children to make full use of the space and resources available to optimise their learning.
- Opportunities for all staff to receive feedback on their practice and set plans for further improvement are not fully established.

What the setting needs to do to improve further

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

- improve staffing arrangements in the pre-school room and help children make full use of the space and resources available that further enhances their learning
- enhance arrangements to monitor staff performance that include observing all staff and giving feedback about how to extend their skills and knowledge.

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 held meetings with the manager, area manager and providers.
- The inspector completed a joint observation with the nursery manager.
- The inspector checked evidence of suitability and qualifications, including first aid, of staff working with children and reviewed the provider's self-evaluation documentation.
- The inspector spoke to children and staff during the inspection at appropriate times and took account of their views.
- The inspector took account of the views of parents spoken to on the day and in feedback provided to the nursery.

Inspector

Mary Wignall

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider prioritises training on safeguarding and ensures policies are in line with current requirements. Recruitment and induction procedures are robust. Staff have a good knowledge and understanding of the setting's policies, including those on safeguarding and behaviour. Overall, a programme of staff support helps to identify their training needs. The provider regularly monitors assessments of children's learning. She carefully analyses the progress made by individual and groups of children to help identify any emerging gaps. The provider builds good links with local schools to help evaluate her practice and support children's transitions. They actively seek external evaluation of their practice and are working towards a local quality award. Partnership with parents is central to the nursery's practice. They use many effective ways to exchange information about children's experiences.

Quality of teaching, learning and assessment is good

Staff use observations and assessments of children's learning well to get to know them and plan clear teaching strategies. Children's personal and communication skills are promoted effectively. Staff talk clearly and develop extended conversations with children. For instance, they talk with older children about how volcanoes 'shoot fire'. Staff recognise when babies say hiya. They repeat it, adding their name to extend children's understanding. They develop young children's vocabulary and say words to match their actions. Staff skilfully weave in questions when talking to older children. They ask what they could make with dough. When children suggest a robot, they develop a discussion about what a circle and a square looks like. Children demonstrate good understanding as they describe a square as having points. Staff demonstrate high expectations of children. They ask how many points and how could they make one with the dough.

Personal development, behaviour and welfare are good

Children develop strong emotional attachments to staff. Babies open their arms when staff approach and happily snuggle into them when tired. Staff are sensitive to children's feelings. They talk to them about being tired, upset or happy now that their 'tummies are full'. Children behave well and demonstrate confidence and independence. For instance, older children tell staff that they are going to the bathroom to wash their hands. They try to put on aprons by themselves before asking staff for help. Young children help themselves to their drinks when playing outdoors and take time to put them back when they have finished. Staff encourage them, offering praise and thanks. Children are developing physical skills in safe ways. Staff give children time to explore climbing equipment and offer timely encouragement and advice and celebrate their achievements.

Outcomes for children are good

Children make good progress in their learning given their individual starting points. They are active, inquisitive and resilient. Babies and young children are developing confidence and bonds with their carers. They are eager to explore and try new things. Children are, overall, well equipped and prepared for school. They enjoy finding solutions to problems and are eager to communicate and share their ideas.

Setting details

Unique reference number	EY496727
Local authority	Lancashire
Inspection number	1035028
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	49
Number of children on roll	35
Name of registered person	Comparenurseries.com LTD
Registered person unique reference number	RP535089
Date of previous inspection	Not applicable
Telephone number	01254 830788

Nature Trail Nursery opened in 2015 and is one of three nurseries run by Comparenurseries.com LTD. The nursery employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one at level 4 and three at level 3. The nursery opens from Monday to Friday all year round, except for a week at Christmas. It is open from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

