

Little Foxes (Wigan) Ltd

Iona House, Billinge Road, Wigan, Lancashire, WN3 6BL

Inspection date

16/09/2013

Previous inspection date

18/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children enjoy taking part in a wide range of planned activities and opportunities for learning using the well organised continuous play provision. As a result, they become enthusiastic, independent learners who make good progress and achieve well. By the time children move to primary school, they are well prepared for the next stage of learning.
- Partnerships with parents and other professionals are well established. They make a strong contribution to ensuring that every child and family get the support they need.
- The ambitious management team monitor the quality of the provision carefully. They observe staff practice, track children's progress and use the information to identify where improvements can be made. This leads to continual development of the provision.

It is not yet outstanding because

- Some staff miss opportunities to best promote children in becoming active and critical thinkers and learners. Occasionally, they do not strongly challenge children to think and follow through ideas for themselves in order to promote the best possible opportunities for learning.
- Evaluation of the actions taken to continually develop the quality of the provision is not sharply focused to identify a highly effective and sustained impact on children's learning and development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed care routines or activities in all four of the children's rooms and two outside areas.
- The inspector looked at a sample of children's assessment records and planning documentation in each room.
- The inspector held meetings with the manager and area manager of the provision, and spoke with staff and children at appropriate times.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation, operational records, complaints records and a sample of policies and procedures.
- The inspector took account of the views of parents spoken to on the day and through comments made in the settings own feedback questionnaires.

Inspector

Angela Rowley

Full Report

Information about the setting

Little Foxes (Wigan) Ltd was registered in 2004 and is on the Early years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Iona House, which is situated in the Highfield area of Wigan and originally opened in 1984. The nursery owners also operate two other nurseries and employ an operations manager to oversee the individual management of all three provisions. The nursery serves the local area and is accessible to all children. It operates from four main base rooms and there are three separate enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff. All staff hold appropriate early years qualifications at a minimum of level 2, and 15 hold qualifications at level 3. Two members of staff hold early years qualifications at level 6. The nursery also employs domestic support staff.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 129 children on roll aged under eight years. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance staff's understanding of ways to consistently promote the characteristics of learning, in particular to support two-year-old children in becoming active, independent thinkers and learners
- introduce more rigour into the evaluation of action taken to improve the provision in order to demonstrate a highly effective and sustained impact on children's learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The well-organised and enabling environment, enhanced by secure planning and monitoring, ensures all areas of learning are promoted effectively. Children learn through

a balance of both child-initiated play and targeted adult-led experiences which have specific learning intentions in mind. Consequently, they achieve well and make good progress in the stimulating and imaginatively resourced environment. For example, young babies become confident movers and walkers using the low-level furniture and equipment to support their physical development. A range of interesting continuous provision encourages them to explore. They are provided with some fascinating objects to investigate, including a range of natural materials stored in accessible baskets, which stimulate their senses. By the time they are of preschool age, children demonstrate their high levels of confidence and self-awareness when they independently access all areas of the self-contained provision, to respond to their own interests and needs. Children's enthusiasm for learning, and the levels in which they succeed, is enhanced in the pre-school room because staff have a good understanding of how to promote independent learning through play and daily routines. This impacts significantly on the progress they make, particularly in their physical and their personal, social and emotional development. Daily routines are used effectively to promote children's ability to self-care. Older children find and put on their own coats ready to play outside, most access and use the bathroom independently when needed. During meal and snack times, they prepare their own sandwiches or pizzas and pour their own drinks. They self-serve at lunch time and some children are supported to wash-up afterwards. Carpet-time sessions promote children's ability to sit and listen. Children also enjoy story time in den areas outside and they can find their own names when they register themselves on the name board. This is all good preparation for their future learning at school.

The learning environment extends freely to outside for most age groups. Pre-school children demonstrate their highly accomplished physical skills when they climb and balance on very low tree branches, using the natural environment to challenge themselves and take manageable risks. The outside area is effectively used to provide opportunities for learning in different ways. This is particularly successful in engaging boys. For example, small groups of boys play cooperatively together using small tools and equipment to cut play dough which is provided on an outdoor table. This successfully promotes the development of their small muscles to complement the range of opportunities to move in larger ways. However, not all staff are as secure in their understanding of how best to promote children's active learning and occasionally some do not challenge or support children to follow through their own thinking. For example, two-year-old children are dissuaded from mixing the sand and water when they show an interest in experimenting and transport one to the other. They are challenged to find their own coats and bags when parents arrive, although they are not always encouraged to try to dress themselves.

Overall, staff's secure knowledge of the Early Years Foundation Stage and how to promote individual children's next steps through both planned activities and routine interactions helps to ensure that children make progress in all areas of learning. Staff working with babies promote their understanding and labelling of facial features by singing relevant action songs together. In the toddler room, staff promote children's recognition of colours when they label different coloured clothing as children dress to go outside. Furthermore, in the preschool room, children use mathematical language spontaneously as they construct with large wooden bricks. This is because such language is well promoted by staff who introduce and model words, such as 'balance' and 'taller', as they build towers

together. A clear observation and assessment process is in place. Staff keep learning journeys to follow children's interests and achievements, and to plan specific learning objectives to help them progress further. They link what they know about what children can do to an assessment tracker. This ensures that children who need additional support are identified. Targeted interventions are matched to their needs through clear action planning, thus ensuring that given their starting points, children make good progress. For example, staff use specific strategies identified by speech and language therapists to support children at risk of delay in their communication and language development. Staff use specific training to support children's communication. For example, some staff have undertaken training for 'Elklan' (an initiative to support children's speech, language and communication skills), and they recognise the importance of eye contact, non-verbal communication, modelling language in play and giving children time to respond. Communication for some children is also supported using a picture exchange system. Staff know what motivates children and use this effectively to engage them in activities. For example, following children's interest in spinning toys, they successfully engage children in mark making activities by introducing and modelling circular movements. This leads to children's independent attempts to hold and use pencils and results in sustained concentration over an extended period of time. The comprehensive monthly planning and termly tracking system ensures a varied educational programme, which is enhanced in response to both staff and parent observations. This ensures provision is continually tailored to the needs of individuals.

Children's starting points are discussed before their first day at nursery and their progression through the provision is well-managed. The nursery supports a gradual admission programme during which the receiving key person works closely with parents to establish information about children's needs, interests and abilities. This helps staff plan for children's needs right from the start. Parents are kept well informed of children's activities, their interests and their progress in a variety of ways, including activity diaries with photographs of their child at play, learning journey records and summary reports about their child's learning and progress. They also attend parents evenings and are fully involved in their child's progress check at age two. As a result, they are fully engaged in children's learning.

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

A number of experienced and long serving staff members support newer recruits effectively. A secure key person system supported by a 'buddy' ensures children are continually supported. As a result, children who are settled demonstrate secure emotional attachments in the setting. This provides a strong base for babies developing independence, consistency for children with learning difficulties and disabilities, and benefits all children in developing confidence, self-awareness and skills for future learning. Relationships are developed right from the start when relevant and meaningful information is discussed to provide individual children with a tailored package of care. As a result, staff fully understand children's health needs and, for example, recognise when babies show signs of tiredness so they can settle them to sleep.

High priority is given to ensuring children's good health. Individual care plans are

implemented for children with identified and ongoing health needs. Specific dietary requirements are consistently known. Children are well nourished and their meals are prepared by a designated cook. The freshly made nursery meals are blended individually to the right consistency according to each individual baby's stage of weaning. Staff know the meals are nutritious for children because the nursery has achieved a Healthy Business Award and achieved the highest rating in a recent food hygiene inspection. Children learn about being healthy when they are encouraged to keep themselves clean by freely accessing bathroom facilities. The nursery manages sickness and health issues with care. For example, staff keep clear medication records and they promote an active living programme to ensure children engage in regular exercise. This is implemented with an aim of promoting physical development at the same time as reducing the possibilities of childhood obesity.

The setting is very secure. An electronic buzzer release entrance system is monitored by staff and internal entrance doors are also key-coded. Staff promote children's awareness of staying safe when they practise emergency evacuation drills with them and arrange visits from a local fire officer. They are vigilant at key times, which supports appropriate risk assessment and ensures children's safety. For example, they carefully support two-year-old children down the stairs to go outside and supervise responsibly when children are climbing and exploring under the trees in the garden.

The warm and friendly relationships that children build with staff results in strong relationships at all levels. Babies model caring for dolls and enjoy shared experiences outside when they play alongside one another. In the toddler room, children know the names of their special friends and by the time they are in pre-school, children play collaboratively. They show care and concern for one another and offer wooden bricks to their peers so they can all engage in a group activity together. They chat sociably during snack and meal times, which are very well organised to promote children's learning and development. Children are so secure in the routines and what is expected of them in preschool room that they operate independently. All children are continually engaged in activities and in free play and, as a result, children's behaviour in the setting is good. Children in the toddler room say they enjoy coming to nursery and describe being a 'busy bee'. Children in the preschool room know that they must use 'kind hands'. Children show a strong sense of belonging within the provision. They explore with interest and display high levels of confidence.

By the time they leave the setting ready for the next stage in their learning, children are well prepared. Their progression through the nursery is well managed and children are supported by their key person to visit the new room. Documentation regarding children's needs and next steps is shared and continued. When children leave the setting, staff complete summary reports for receiving teachers to support their continued learning. Procedures to support children with special educational needs and/or disabilities are particularly secure. The key person supports children to visit their new setting and this also gives an opportunity to share important information to ensure consistency in planning how to meet children's individual needs.

The effectiveness of the leadership and management of the early years

provision

The strong leadership team demonstrate a comprehensive understanding of, and commitment to, meeting requirements. Arrangements for safeguarding are strong and well-embedded. As designated safeguarding officer, the manager has received enhanced level training. Several other staff have been on external training courses and all staff have received internal safeguarding training. Procedures are robust and start with secure admission arrangements for children, which ensure the nursery has the precise information it needs to prioritise children's welfare. All staff understand the nursery's responsibilities and steps to take in the event of concerns about children or about a colleague. Local contact numbers are immediately at hand should they need them. Recruitment and selection procedures are comprehensively carried out ensuring that all those working with children are safe and continue to be suitable to undertake their role. The manager suitably investigates complaints made to the setting and responsibly notifies the regulator when very occasional incidents have occurred. Therefore, demonstrating her commitment to ensuring legal procedures are followed and children's safety prioritised.

Good leadership helps the nursery continually improve. Regular peer observation and supervision sessions with individuals allows opportunities for coaching. This contributes to annual appraisals, which also identify future training needs. Staff access regular in-house training or development opportunities and, for example, almost all staff hold a current first aid certificate. Some staff are also supported to enhance the current levels of qualification and at present, four staff are working towards an early years qualification at level 5. Since the last inspection, one of the registered individuals has taken on the role as area manager. She is very effectively using her high level of qualification and expertise to carefully consider where improvements can be made. Since the last inspection, the leadership team have re-evaluated how space is used within the setting. Part-time provision for funded two-year-old children, for example, has been separated from the main toddler room. This has facilitated smaller group provision for sessional children and reduced disruption for full-time attenders during the day. Additionally, since the last inspection, outdoor play provision has been significantly enhanced. Children are now able to make full use of the natural opportunities for play and investigation in the garden. Additionally, babies have been provided with separate provision immediately accessible from their room. Staff report that this has had a significant impact on the levels of calm within the baby area providing better quality experiences. Leaders are highly motivated and there is a strong commitment to driving up quality even further. The area manager uses practice from the very best early years settings to guide her ideas for further improvement. Additionally, leaders seek and value the views of staff and parents, and they use them to make changes. Plans for improvement are relevant and concerted. As yet, however, managers are not evaluating the success of their actions in relation to an impact on children's learning and development. Children's progress and the quality of teaching are monitored closely by the leadership team who track children's learning closely. This includes different groups of children and helps managers to identify any groups achieving below typical expectations, so that this can be addressed through provision, teaching practice and partnership working.

Partnerships are a real strength at all levels. Parents value the friendly nature of the

nursery, which they feel gives their children a happy experience and supports their progress well. They comment that they recommend the nursery to others. At times, the nursery goes the extra mile to support families and children who need it most. This includes, for example, regular participation in meetings with other professionals, participation in integrated two year health checks, and planning to ensure that provision is flexible and responsive to the needs of individuals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY297752
Local authority	Wigan
Inspection number	909869
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	116
Number of children on roll	129
Name of provider	Little Foxes (Wigan) Ltd
Date of previous inspection	18/11/2011
Telephone number	01942 227972

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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.

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