

Little Foxes (Wigan) Ltd

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

Inspection date

08/05/2014

Previous inspection date

11/11/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- The quality of teaching is good. Children's individual learning is effectively supported by staff who observe and assess children's capabilities and plan effectively for their future learning. As a result, children make good progress and are well prepared for school.
- Children are motivated by a stimulating, well-resourced learning environment that effectively promotes independent learning. As a result, children are enthusiastic learners.
- Staff work effectively as a team to meet the individual and group needs of the children. Consequently, children benefit from secure attachments that promote their emotional well-being and provide a secure foundation for their learning.
- Partnership working with other professionals makes a strong contribution to keeping children safe and to ensuring that children get the support they need.
- Leadership and management is strong, effective systems inform the settings priorities for improvement and are used to set challenging targets.

It is not yet outstanding because

- Information gained from parents on entry, does not always provide staff with the extremely detailed information they require to help them to further enrich the planning for children's future learning needs.
- Opportunities for children to learn about similarities and differences between themselves and others in society are not fully embedded in the educational programme.

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 activities and staff practice in the five play rooms and the outside learning environment.
- The inspector held meetings with the both the manager and the area manager and spoke to staff and children within the setting at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Vickie Halliwell

Full report

Information about the setting

Little Foxes (Wigan) Ltd first opened in 1984, but re-registered in 2004 following a change of ownership. The nursery is registered 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. 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 five main base rooms and there are three separate enclosed areas available for outdoor play. The nursery employs 25 members of childcare staff. Of these, 24 hold appropriate early years qualifications, including three at level 2, 18 at level 3, one at level 4 and two 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 160 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 educational 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 the depth of information gathered from parents about children's learning and development on entry to the nursery in order to further enrich the planning process
- strengthen the positive impressions children have of their own cultures and faiths and raise their awareness of similarities and differences between themselves and others, for example, among families, communities and traditions.

Inspection judgements

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

Children throughout the nursery benefit from a good quality educational programme that effectively promotes their learning in all areas. The quality of teaching is good and ensures children learn through a developmentally appropriate balance of both child-initiated play and targeted adult-led experiences. Specific individual learning intentions are clearly identified, as a result, children achieve well and make good progress. Individual rooms are well presented and provide continuous opportunities for children to explore a stimulating learning environment. Consequently, children of all ages are active and inquisitive learners who enthusiastically explore the continuous provision and embrace new experiences. For example, young children's interest is ignited by the opportunity to explore the texture of flour. Supported by staff children under two years of age show sustained interest and

regularly return to the activity. Their delight and amazement is clear as they watch staff sprinkle the flour before excitedly imitating the action themselves. Sensory play is valued throughout the nursery and provides excellent opportunities for children to experiment with different textures. It also stimulates their interest in mark making, as a result, pre-school children independently form recognisable letters as they play in shaving foam. Staff understand how children learn and effectively support children in developing the fine muscle control in their hands and fingers in preparation for early writing. Children have ongoing opportunities to handle small tools and equipment, for example, when using dough, paint and other raw materials. As a result, children in pre-school room and some three-year-olds in the toddler room use writing implements with increasing skill. Staff have high expectations for all children, they provide a wide range of interesting and challenging experiences and high levels of support. Consequently, all children make good progress given their starting points and are acquiring the skills, attitudes and dispositions they need to be ready for school.

Children's communication and language development is given a high priority. Consequently, speech and language difficulties are quickly identified and tackled early to ensure children get the support they need. Several staff have completed training to help them support children's communication and social interaction. Small group activities and one to one support are well used to develop children's listening skills, and their understanding and speech. This means, children are making good progress in their communication and language development, given their starting points. Staff continuously extend children's vocabulary as they play, for example, introducing new words as they encourage children to describe different textures during sensory play. Children benefit from a print rich environment and are learning that print carries meaning. Older, more able children confidently identify key components of a book, for example, identifying the title and explaining that the person who wrote the book is called the author. Children are encouraged to think critically and explore possible solutions. Familiar stories are effectively used to challenge children's thinking and develop their ability to think through and solve problems. For example, pre-school children consider how they could get 'Rapunzel' down from the tower. Provision for children to make good progress in mathematics is embedded throughout the nursery. Consequently, children routinely and spontaneously use mathematical language as they play, for example, comparing size and shape as they build.

Children are learning about many aspects of the world around them and fully embrace the natural world. The recently developed outdoor environment provides invaluable opportunities for children to explore and investigate the large garden. Motivated by their surroundings, children search through the undergrowth, build dens and hide in the shrubs and trees that surround the outdoor play space. Interesting planned activities are skilfully delivered to enhance children's awareness of living things and lifecycles. Children learn through direct experiences as they watch the chick's hatch. A photographic record is displayed and children repeatedly ask to watch the recording that staff have made. Such good practice helps consolidate children's learning. The opportunity to name individual chicks further extends children's awareness and helps develop a sense of responsibility as they consider how to care for them. However, opportunities for children to learn about similarities and differences between themselves and others in society for example, among families, communities and traditions are not as well promoted. Individual staff members know what their key children can do and what they need to do to support their

development further. They indicate on weekly written planning sheets how adult-led activities and interaction will support individual children's needs in relation to their interests. This ensures provision is consistently tailored to the needs of individuals. Staff keep learning journey records to follow individual interests and monitor their progress using a development tracker. Parents are encouraged to share details of their child's capabilities at admission and are well informed about children's progress, including the progress check at age two. However, staff do not always gather the extremely detailed information they need about children's learning and development to have an extensive knowledge of children's starting points to enrich the planning for individual children's learning and developmental needs.

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

Children's emotional well-being is effectively promoted throughout the nursery. A key person system ensures all children benefit from strong attachments, this provides a strong foundation for their general well-being. The caring and supportive environment helps children feel safe and secure. Settling-in sessions are used to build relationships with parents who are encouraged to share details of their child's individual care needs and routines. Consequently, staff know individual children well and children benefit from consistent care. Transitions throughout the nursery are flexibly managed to meet children's individual needs. Staff discuss children's impending move into the next room with parents and provide numerous opportunities for children to 'visit'. Consequently, children are reassured by the presence of familiar staff who are on hand to provide activities and experiences that they enjoy.

Relationships are a key strength and the large small team work in harmony to ensure continuity of care throughout the nursery. Staff work effectively within individual rooms to meet the individual and group needs of the children in their care. They are positive role models, who led by the management team, cultivate a caring, supportive and respectful culture. Consequently, all children who attend the nursery are valued as individuals. Children of all ages display a strong sense of belonging and confidently explore a well presented and accessible learning environment. Children's personal, social and emotional development is well fostered. This promotes children's confidence and their enthusiasm for learning, which helps ensure children are well-prepared for their transition into school. Children are well supported by staff who help them achieve personal independence. Consequently, children under two years, feed themselves with increasing skill at mealtimes. Older children are able to pour their own drinks, toilet themselves and put on their coats before playing outside. Effective, developmentally appropriate behaviour management strategies and positive reinforcement are consistently implemented throughout the nursery. Consequently, children are learning the importance of socially acceptable behaviour. They listen and respond positively to simple explanations and older children are encouraged to reflect and consider the consequences of their own behaviour. As a result, children are learning to cooperate as they take turns and share resources with their peers. Meaningful explanations help raise children's awareness of how they can keep themselves safe. For example, when walking up and downstairs or accessing climbing apparatus.

Children's physical health and well-being is very well promoted by staff who encourage active living. Health care plans are individually tailored and closely monitored by the management team to ensure individual health and dietary needs, including the safe administration of medication are fully met. Children are encouraged to make healthy choices about what they eat and access water independently. Menus are carefully considered to ensure children benefit from a balanced and nutritious diet. As a result, the nursery has received a healthy eating award. The outdoor learning environment provides valuable opportunities for children to learn in different ways and to extend their learning in other areas while being physically active. For example, children act out and re-tell stories use large outdoor resources that ignite their imagination. The outdoor area has been purposefully designed to complement and further extend children's learning. Consequently, all areas of learning are successfully promoted and children of all ages have access to an excellent range of interesting and physically challenging resources. As a result, children are highly motivated by the outdoor play area and are eager to play outdoors in all weathers.

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

Effective systems are well established and continuously reviewed to ensure both the safeguarding and welfare and the learning and development requirements are well known and effectively met. Following the last inspection a monitoring visit was conducted, this was to ensure the nursery had taken appropriate steps to implement safe procedures for the administration of medication. At the visit the inspector found prompt and effective action had been taken. The improvements made since the last inspection have been sustained, as a result, clear systems are in place to ensure medication is safely administered in accordance with parents written consent. Arrangements for safeguarding children within the provision and through work with external agencies are excellent. Induction procedures, clear policies and regular training ensures all staff have a secure knowledge and understanding of safeguarding issues. Consequently, staff are well informed about the possible indicators of abuse and are able to implement appropriate procedures if they are worried a child is being abused. Rigorous vetting and recruitment procedures ensure staff are suitable to work with young children. Regular checks, close supervision and robust questioning helps ensure staff's continued suitability to work with young children. Staff are fully aware of the importance of raising any concerns about staff practice and have excellent opportunities to do so. Risk assessments are completed and appropriate action is taken to minimise identified hazards, this helps ensure children's safety within the nursery.

Good leadership, effective systems to monitor and manage staff performance and a programme of professional development 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 to further improve their knowledge, understanding and practice. Staff are also supported as they enhance their current levels of qualification. For example, four staff are currently working towards an early years qualification at level 6. The highly qualified area manager supports the

management team and uses her expertise to carefully consider where improvements can be made. For example, reviewing the learning environments, systems to monitor staff practice and reviewing policies and procedures. The manager rigorously monitors the quality of the educational programme, the implementation of planned learning and its impact on children's progress. This ensures any gaps in the educational programme are identified and addressed and any children falling behind their peers, or below their expected achievements are quickly identified. Consequently, all children benefit from an excellent range of activities and experiences, that help them make good progress towards the early learning goals given their starting points.

Self-evaluation is effectively used to identify priorities for improvement that are used to set challenging targets, for example, building links between parents and the community nursery nurse to further improve local arrangements for the progress check at age two. 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. For example, the leadership team embrace parents' comments about the quality of the outdoor play area during their review of the outdoor learning environment. Partnerships with parents, external agencies and where appropriate other providers make a strong contribution to meeting children's individual needs. Partnership working with relevant professionals is very strong and ensures any child falling below their expected level of achievement is fully supported. Parents spoken to during the inspection are very happy with the care their children receive. They state their children enjoy coming to the nursery and several comment specifically on how good their child's key person is. Staff throughout the nursery create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. This means every child receives a happy and enjoyable early years experience that prepares them well for school or the next stage in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	963218
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	116
Number of children on roll	160
Name of provider	Little Foxes (Wigan) Ltd
Date of previous inspection	11/11/2013
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.

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