

# Inspection of Standish Under 5s

Kenyon Road, Standish, Wigan, Lancashire WN6 0NX

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Inspection date: 21 October 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are supported effectively to settle when they start to attend this warm and welcoming nursery. Staff gather a variety of information from parents when their child begins to attend. They provide activities based upon children's current interests. This helps children to feel a strong sense of belonging. Children are supported by dedicated staff, who care deeply about their well-being and that of their families. Although many children are new to the nursery, they have already formed strong attachments to the nurturing staff.

Staff recognise that the COVID-19 (coronavirus) pandemic has had an impact upon children's learning and development. Staff currently give high priority to children's personal, social and emotional development to help to build their confidence and to prepare them for their future learning.

Children are happy and enjoy attending the nursery. They explore the environment, both indoors and outside with enthusiasm. Babies and younger children choose to look at books, turning the pages as they look at the pictures. Older children sustain their attention when engaged in tasks. They enjoy working things out for themselves. For example, they negotiate and try out their ideas as they try to build the tallest tower of bricks.

### **What does the early years setting do well and what does it need to do better?**

- The manager is a passionate and dedicated leader. She operates with high integrity. The manager has a clear vision for the nursery that is shared with staff and parents. She considers the views of staff, children and parents when making positive changes to the running of the nursery.
- Overall, staff support children's learning well, particularly during planned activities. They provide a range of opportunities that children enjoy and which support them to make good progress. For example, older children excitedly use a range of materials to design and make their own pumpkin pictures. Staff talk to them about what they see them doing as they cut, glue and paint to make their picture. Occasionally, however, staff do not consistently recognise when opportunities to extend children's learning during their self-chosen play arise.
- Staff talk with children and introduce new words in their conversations. Children exploring musical instruments are supported to use the correct name for the instruments. They talk confidently to the inspector about the tambourine and the trumpet. Children have an impressive range of vocabulary and use this confidently during their conversations.
- Staff are encouraged to attend training to enhance their skills further and put their knowledge to good effect. For example, training in the development of communication skills resulted in staff adopting the 'keys to communication'.

These are used effectively to identify and support children with possible speech and language needs.

- Staff feel well supported in their role. The manager observes them as they work with children and gives suggestions as to how they could improve their practice further. That said, opportunities for staff to observe and learn from each other to improve their teaching skills further have not yet been utilised.
- Parents speak very highly of the nursery and are overwhelmingly positive about the support their children receive. In particular, they praise the communication from the manager and staff during the pandemic. They welcome the electronic methods of communication recently introduced. Parents are confident that their children are safe and well cared for. They praise the sensitive changes made by the manager to help to ensure the well-being of children during the pandemic.
- Strong links have been made with the local community. The nursery benefits from strong links with a local residential care home. Before the COVID-19 pandemic, children were delighted to be invited to the 101st birthday of a local resident and describe how they sang happy birthday and enjoyed cake with the residents.
- Staff work in close partnership with a range of outside agencies to help to ensure that the needs of all children are met. Support for children is quickly sought, should staff have any concerns about a child's learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff can identify the signs and symptoms of abuse and know the action to take if they have a concern. They have a secure knowledge of the setting's whistle-blowing policy if they are concerned about another staff member. Staff can identify wider safeguarding issues, including signs of extreme and radical behaviour. The manager follows safe recruitment procedures to ensure that staff are suitable to work with children. Staff place a high importance on keeping children safe. They undertake daily checks of the nursery environment to help to ensure that it remains a safe place for children.

## **What does the setting need to do to improve?**

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

- support and help staff to understand how to challenge children and extend their learning even further, particularly during children's free play
- strengthen the existing arrangements for the monitoring and development of staff and support staff to share aspects of their good practice and to learn from each other.

## Setting details

<b>Unique reference number</b>	2503169
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10191451
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	45
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Standish Under 5's Limited
<b>Registered person unique reference number</b>	2503168
<b>Telephone number</b>	01257 478739
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Standish Under 5s registered in 2018. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two at level 5 and six at level 3. The nursery opens Monday to Friday from 8am until 5pm, 50 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Farrington

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

We carried out this inspection 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.

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