

Inspection of Little Foxes (Newton)

Deacon Trading Estate, Newton-Le-Willows WA12 9XD

Inspection date: 25 November 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children thrive in this warm and welcoming setting. They continuously demonstrate that they are happy and secure as they smile broadly and engage with the inspector, despite visitors to the setting being a novelty. This is because staff have focused their recent teaching on supporting babies' and toddlers' social interactions and their confidence to be around others. Children develop close attachments with their key person. Flexible settling-in sessions, where staff gather detailed and precise information, assist children to quickly become accustomed to nursery life.

Staff recognise the impact that the COVID-19 pandemic has had on the children that attend. Staff are acutely aware that children have not had the opportunity to socialise with others and develop their confidence when interacting with others. Consequently, staff have focused intently on sharing, turn-taking, and engaging with others in larger groups. This has helped children to become secure and resilient, and, as a result, children are able to cope with new situations and experiences.

Staff have high expectations of children, who behave well for their young age. Children are beginning to understand what is expected of them because staff are clear and consistent in their approach. For example, staff have implemented the same five golden rules throughout the nursery, such as 'sharing is caring'. This supports children to learn right from wrong. They are able to follow instructions and understand the rules of the nursery.

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

- Overall, staff support children's communication and language skills. For example, staff narrate children's play, which helps to give meaning to what they are doing. Furthermore, staff successfully use labelling and repetition along with descriptive language. This means that children are able to hear a wide range of vocabulary. However, staff do not always recognise the potential impact that the use of dummies, other than when comfort is required, can have on children's emerging language development.
- Children enjoy a wide range of experiences that support their learning and development. For example, children delight in noticing how the texture of sand and flour change when water is added. Babies thoroughly enjoy exploring an array of natural objects and materials to help them to develop their senses. However, occasionally, children are not able to access some opportunities. This is because some staff in the older baby room do not always replenish the resources required. Occasionally, they do not recognise when resources, such as story books, are being mishandled or that activities are not attractively presented. This impacts on children's engagement and the learning opportunities

provided.

- Staff are skilled at introducing early mathematics to children's play. For example, as toddlers build towers, staff model counting. They effortlessly use language such as 'more' and 'less', and introduce concepts such as 'taller' and 'shorter'.
- Children's physical and emotional well-being are given good consideration. Children are encouraged to participate in yoga sessions to strengthen their muscles and help them to gain control as they move their bodies. Furthermore, children participate in mindfulness sessions. These activities help young children to manage their feelings and emotions, and prepare them well for their learning.
- Partnerships with parents continue to be a strength of the nursery. Leaders have implemented a variety of communication strategies to ensure that parents are kept up to date about their child's progress and experiences while at nursery. Parents do not currently have access to the setting, given the COVID-19 arrangements. However, they share how they still feel very much part of this warm and welcoming nursery. They appreciate the discussions that staff have at the door and the online application that provides detailed information about their child's care routines.
- The newly appointed manager has a clear vision for the nursery. She receives a wealth of support from the area manager and directors, who are all passionate and committed in their determination to provide high-quality care and education. Leadership activities include frequent staff meetings, a wealth of training opportunities, and detailed supervision sessions and observations of practice. This impacts positively on the well-being of staff, who comment that they feel extremely well supported and equipped to carry out their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very clear understanding of their role in protecting children from harm. Leaders have implemented detailed policies and procedures and ensure that all staff keep their knowledge and practice up to date through regular training opportunities. Staff are aware of the possible indicators that a child may be at risk of harm. They talk knowledgeably about whistle-blowing arrangements and the steps they would follow in the event of an allegation against a member of staff. Those with additional safeguarding responsibilities have attended detailed training to ensure that they are able to support staff and children effectively. Staff are deployed appropriately and legal adult-to-child ratios are maintained continuously.

What does the setting need to do to improve?

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

- support staff to understand how to effectively develop children's communication

and language skills

- review how staff organise activities and experiences to ensure that all children are able to benefit from the learning opportunities that they provide.

Setting details

Unique reference number	EY536717
Local authority	St Helens
Inspection number	10213223
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 2
Total number of places	54
Number of children on roll	90
Name of registered person	Little Foxes (Newton) Limited
Registered person unique reference number	RP536716
Telephone number	01925223445
Date of previous inspection	16 August 2018

Information about this early years setting

Little Foxes (Newton) registered in 2016. It is run by Little Foxes (Newton) Limited. The nursery employs 18 members of childcare staff. Of these, four hold an appropriate early years qualification at level 5 and six at level 3. The nursery accommodates children under the age of three years. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-year-old children.

Information about this inspection

Inspector
Karen Cox

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 parents, 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, area manager and directors. 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021