

# Inspection of Nature Trail Nursery Old School House

Parker Street, Chorley, Lancashire PR7 1ES

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Inspection date: 19 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision is good**

Children benefit from caring bonds with adults, which are nurtured through warm and loving embraces. As a result, children feel safe and are very content. Children's individual needs are responded to, and met, by attentive and knowledgeable adults. Children demonstrate high levels of enthusiasm and engagement and are very well prepared for their learning. This is particularly so in terms of their mathematical development whereby children confidently solve problems relating to number and shape.

Children display positive behaviour as they aspire to meet the very high expectations that adults have of them. They show care and respect for one another and form strong friendships where being kind to one another is very important. At lunchtime, children take turns to serve food to their friends and encourage one another to try different foods. This creates a nurturing environment in which all children thrive and achieve their very best. In addition, children's social skills, which were seen to be most affected by the COVID-19 pandemic, are well supported. Children who need extra help in their learning benefit from a range of exceptional support from adults who are highly sensitive to their needs. Parents feel supported to be involved in their child's learning and are amazed by how much their child has progressed.

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

- The manager and her team are dedicated to ensuring that all children achieve their very best. They share clear intentions on what it is that they want children to learn. This means that children are provided with opportunities to practise and develop skills and knowledge which are essential for them to progress in their learning. For example, babies are provided with space and resources, such as toy prams, vacuum cleaners and brooms, which enable them to develop their physical skills over time.
- The manager has an in-depth understanding of how children develop. She uses this to ensure that all members of her team have the skills necessary to support and extend children's learning. However, there are some gaps in the knowledge required to fully support children's very early literacy skills. This means that children could miss out on key learning that is essential to their future success with reading and writing.
- Staff well-being is a priority at this nursery. All staff feel extremely well supported by the management team. They report on how they feel enabled to pursue their continued professional development. Staff also feel able to approach the management team with any concerns they may have.
- There are robust arrangements in place to support children who may need extra help in their learning. This ensures that children with special educational needs

and/or disabilities have their needs identified, and responded to, very early on. Individual support plans are in place for those children that need them. This ensures that all children receive help that is targeted to their specific need and, as a result, are able to achieve their full potential. There are very secure links with outside agencies and professionals, which are used to further enhance the support provided for those children that need it. Parents report that they feel extremely well supported by the setting in relation to meeting their child's additional needs at home.

- Children's mathematical development is expertly promoted by staff. They set up challenging activities that require children to investigate and solve mathematical problems. The use of planned questioning from staff is successful in extending children's learning in this area. Children confidently demonstrate their understanding of complex mathematical concepts, such as those relating to 2D shapes and matching, as they excitedly search through a range of different-shaped objects to establish which are the same. They use number language in their play, enthusiastically calling out the names of the shapes they find, such as a circle, square, rectangle and even a star.
- The setting's very strong links with their local community mean that children are starting to show care and concern for the needs of others. The children took part in a harvest activity whereby they donated items of food to those in need. This helps them to grasp an understanding of sensitive topics relating to people less fortunate. As a result, children show kindness towards one another and cherish their friendships with their peers. This creates a warm family-orientated environment that encourages a strong sense of belonging for all children.
- Mealtimes are a highly social occasion where children hold meaningful conversations and encourage one another to try new foods. Children have access to a range of healthy foods that are prepared by the setting's dedicated cook, who takes time to ensure that food is extremely well presented.

## Safeguarding

The arrangements for safeguarding are effective.

The systems in place to safeguard children are robust and effective. Adults, including new members of the team, are confident in knowing what to do if they are concerned about a child. They are aware of the various types of abuse and the signs and symptoms that may be a cause for concern. The manager and the management team have a thorough process in place for ensuring that those working with children are suitable to do so. Risk assessments are carried out on all aspects of the provision and are used to monitor and identify any actions that may need addressing to ensure children's safety. Staff have accessed safeguarding training to ensure they have up-to-date safeguarding knowledge.

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

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

- ensure staff model how to pronounce sounds correctly when teaching phonics activities, so that children learn the knowledge and skills necessary to become successful readers and writers.

## Setting details

<b>Unique reference number</b>	2510238
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10206185
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Nature Trail Nursery Ltd
<b>Registered person unique reference number</b>	RP901381
<b>Telephone number</b>	01254 830912
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Nature Trail Nursery Old School House was registered in 2019. It is located in Chorley, Lancashire. The setting employs 13 members of childcare staff and a cook. Of these, nine hold an appropriate childcare qualification of a level 3 and above, including two at degree level 6. The nursery opens from Monday to Friday for 51 weeks of the year and is closed for bank holidays. Sessions are from 6.30am to 6pm. The nursery provides funded early education for eligible two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lyndsey Murray

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together in all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The manager and the inspector carried out joint observations together.
- The inspector spoke to several parents and took account of written feedback offered.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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