

Inspection of Young Persons Centre

Westfield Community School, Montrose Avenue, Wigan WN5 9XN

Inspection date: 28 January 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this vibrant nursery. They make excellent progress because learning is personalised and based on their unique needs. This prepares them well for their future learning and ensures all children get off to a flying start. Support for disadvantaged children is excellent. For example, those who cannot yet hold a pencil comfortably have great fun making marks on the window using shaving foam. This extensive support helps children to develop their early writing skills. Children are eager to have a go and show delight in their achievements. All children develop a very positive attitude towards learning.

Children have a deep sense of belonging at the nursery. They are quick to offer support to their peers, such as those who are just settling into the nursery. Children are eager and keen to show their new friends the interesting toys they can play with. They also offer help to those who struggle when getting ready for outdoor play. Children forge excellent relationships with each other. Consequently, children adjust superbly to this safe and secure environment that offers a wealth of learning opportunities.

Following the COVID-19 restrictions, managers have prioritised children's emotional development. Children learn how to calm down when they feel upset by using enjoyable breathing techniques. They pretend that their fingers are candles and blow them out. Children listen intently as staff talk skilfully about emotions and feelings. This helps children to learn how to manage their feelings effectively.

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

- Staff strive to ensure that every child succeeds and has the best start in their early education. For example, they ensure that children who do not experience the joy of reading at home do not miss out. Staff read children's favourite stories, which are posted on the school's website. Many parents, especially those who are not confident readers, are delighted that their children can listen to a bedtime story.
- Managers and staff prioritise children's communication and language development. Staff speak clearly and audibly to children as they play. They also use pictures to help children to communicate. For example, children select songs by pointing to a picture. Staff ask precise questions which encourage children to think and explain. Children thoroughly enjoy singing, reciting funny rhymes and confidently retelling stories. All children make excellent progress and are beginning to use language fluently.
- The highly skilled and experienced staff team seizes every opportunity to enhance children's learning. For example, staff quickly draw children's attention to sounds during a listening walk. Children are truly engrossed as they recognise

the sounds of the leaves 'crunching' and the birds 'singing'. These meaningful activities help to ensure that children are well prepared for recognising sounds in words.

- Staff have forged excellent partnerships with other agencies. This has a huge impact on all children's experiences, especially those with special educational needs and/or disabilities (SEND). Staff use targeted advice from therapists so that children receive specific support that is matched to their individual learning needs. As a result, children with SEND make optimum progress.
- Leaders make excellent use of the neighbouring children's centre. They introduce families to the family support workers when extra help is needed. Children who need additional support to prepare for their transition into the nursery attend stay-and-play sessions with their parents and carers. These excellent partnerships have transformed children's lives. Children are developing an abundance of skills that prepare them well for their exciting journey into the nursery.
- Transitions to school are seamless. Staff work harmoniously with teachers from the school to support all children. Three-year-old children who attend the nursery relish the opportunities to play with the older children in the school yard. They eat their lunch in the school hall, which is part of their daily routine. Children are incredibly confident and familiar with the school's routines and surroundings. These experiences equip children tremendously well for when they are ready to move to school.
- Parents state that the support they receive is 'fantastic'. Leaders work tirelessly to eliminate barriers and disadvantages faced by parents and carers. They arrange for staff to accompany parents when they attend meetings with other agencies. As a result, parents are not overwhelmed and children benefit immensely from this support.
- Children gain lots of knowledge and skills through purposeful activities. For example, they demonstrate critical thinking as they investigate how the pretend cars travel. Staff build on children's curiosity by offering additional resources and asking questions, which encourages children to think hard. Consequently, children work together to set up ramps and tunnels. They support each other exceptionally well when their ideas do not go to plan. Children are incredibly resilient and quickly find new ways to make their pretend cars travel faster and further.
- Staff are committed to their professional development and take every opportunity to further their knowledge and skills. They actively engage in independent research and attend relevant training courses because they are truly passionate and want to provide the best possible experiences for children. Leaders actively encourage staff to train in areas that complement the skills of other team members. This means that children receive a broad range of exciting and meaningful learning opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have children's welfare and safety at the heart of everything they do. The safeguarding policies and procedures are extremely well embedded. Staff are highly confident in identifying signs and symptoms of abuse. They also understand what they must do if they have any concerns about children's well-being.

Leaders have an in-depth knowledge of all children and families. This means that they identify potential issues immediately. Leaders make swift referrals and organise multi-agency meetings so that any concerns are dealt with quickly. Their vigilance helps to improve experiences for children and keep them safe.

All staff have completed paediatric first-aid training. This ensures that any accidents or incidents can be dealt with confidently.

Setting details

Unique reference number	EY336931
Local authority	Wigan
Inspection number	10129176
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	74
Number of children on roll	106
Name of registered person	Young Persons Centre
Registered person unique reference number	RP904134
Telephone number	01942 776 015
Date of previous inspection	4 May 2016

Information about this early years setting

Young Persons Centre registered in 2006 and is situated in Wigan. The nursery operates from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 4pm. The centre employs 18 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, two hold qualifications at level 5, five hold qualifications at level 4 and nine hold qualifications at level 3. Two members of staff also have early years professional status. The centre provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

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.
- Discussions were held with parents, the manager 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 manager and the inspector carried out a joint observation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates, policies and procedures.
- The inspector observed interactions between the 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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