

# Inspection of Supercalifragilisticexpialidocious Childcare

YMCA Orrell, 121 Winstanley Road, Billinge, WIGAN, Lancashire WN5 7XE

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Inspection date: 10 May 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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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	Inadequate

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

### The provision is good

Children arrive happy and eager to start their days. They excitedly greet staff members and their friends. Staff have strong, warm bonds with children. They know children well and this helps them to meet each child's individual needs successfully. Pre-school children are inquisitive, confident and engaged. They listen attentively to staff and behave well. They relish story time. They show embedded learning and joy as they stomp around the room recreating the story of Jack and the Beanstalk. Children chant 'fe, fi, fo, fum' and collapse in giggles with their peers.

Children particularly enjoy outdoor play, where they experience awe and wonder. Staff provide exciting resources and support children to play independently. Babies and toddlers are confident explorers. They manipulate see-saws with their peers, chanting and cheering together. They soak water into large sponges and marvel as they squeeze the water into new containers. The manager and staff have high expectations for every child. However, at times the curriculum is not focused enough to help children to meet all of the intended learning outcomes. Despite this, children enjoy their learning.

In response to the COVID-19 pandemic, parents now drop their children off at the front door. This has had a positive impact on all children. Pre-school children, especially, have developed more independence, for example, by taking their own coats off and hanging them up.

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

- The manager has an ambitious intent for all children's learning. She recognises children's varying needs and is passionate about ensuring all children make good progress. Staff share this vision. However, at times, staff lose focus when delivering planned activities. This means that although children enjoy these activities, set learning goals are not always achieved. Despite this, children's learning and development continuously grows.
- Children's communication and language skills are well supported. For instance, staff create quiet, welcoming spaces within rooms for children to relax. Children use these spaces to read stories, chat with their peers and look at thought-provoking photos. This has a particular impact in pre-school, where children show off their impressive conversational skills. This is helpful for their upcoming move to primary school.
- The manager is passionate about supporting children's personal, social and emotional development. She is aware that the recent pandemic has had an impact on children, especially babies. The manager monitors the well-being of all children and adapts the curriculum to support their needs. This has a great

effect on babies and toddlers. They form strong bonds with staff and peers, which helps them to feel settled and confident within the nursery.

- Parents praise the nursery. They are happy with the loving manner in which staff care for their children. They speak highly of the manager and appreciate her support. Parents are looking forward to an upcoming parents' evening. They share that they would like more in-depth information about their children's current learning and development. The manager recognises this and plans to take steps to increase parental involvement.
- Staff create a social atmosphere during lunchtime. They talk animatedly with children about the food they are eating and their home lives. Children respond well to this. Babies and toddlers begin to develop new skills, such as feeding themselves. Pre-school children pour their own drinks and happily tuck into their nutritious dinners. Children recognise the importance of hygiene. They wash their hands and talk about brushing their teeth. This helps to support children's personal development.
- Staff feel valued in their roles. The manager works closely with staff to identify their strengths and areas for development. Staff access training and use this new knowledge to evolve their own practice successfully. Children benefit from this as staff begin to evaluate and improve. Staff well-being is a focus for the manager. She is determined to support staff and this helps staff to feel happy in their roles.
- The manager has worked hard to drive improvements since the last inspection. She has strengthened practice with regards to risk assessment and children now flourish in the safe environment.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have a firm understanding of their responsibilities. They know the procedures they must follow if they have concerns for the welfare of a child. They also recognise the correct route to follow should an allegation be made against another member of staff or the manager. The premises are safe and secure. No person can gain access to the setting without the permission of the manager or a member of staff. This helps to ensure children's safety. The majority of staff have obtained paediatric first-aid training. This helps to equip them to respond effectively should a child hurt themselves or become unwell.

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

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

- consider ways to further support parents to feel involved with and informed of their children's current learning and development
- support staff to develop sharper focus within activities to help children to meet

the intended learning outcomes.

## Setting details

<b>Unique reference number</b>	EY539869
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10220160
<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 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Supercalifragilisticexpialidocious Ltd
<b>Registered person unique reference number</b>	RP539868
<b>Telephone number</b>	07854615604
<b>Date of previous inspection</b>	24 November 2021

## Information about this early years setting

Supercalifragilisticexpialidocious Childcare registered in 2016. The nursery opens Monday to Friday from 7am until 6pm, all year round. The nursery employs nine members of staff, two of whom hold early years professional status or qualified teacher status. All other staff members hold an appropriate qualification at level 2 or above, apart from one member of staff who is unqualified.

## Information about this inspection

### Inspectors

Shauneen Wainwright  
Ann Law

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspectors, to share their views about their time at the setting.
- The manager showed the inspectors documentation to demonstrate the suitability of staff.
- Both inspectors carried out joint observations of group activities with the manager.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspectors.

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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