

# Inspection of Hilton Street Childcare

Hilton Street, Ashton-in-Makerfield, Wigan, Lancashire WN4 8PD

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Inspection date: 7 June 2022

**Overall effectiveness** **Good**

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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 Good

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

### **The provision is good**

Children settle quickly on arrival. They confidently leave their parents at the door and join in the array of activities provided. Babies enjoy making marks in coloured sand and exploring natural objects. Toddlers engage in imaginative play as they use transport toys. They squeal in delight during a bug hunt in the garden where they catch a spider and a beetle. Pre-school children enjoy using play dough that they squeeze and roll into shapes. This helps children to develop the essential skills they need in readiness for writing as they strengthen the muscles in their hands.

Children continuously demonstrate that they feel happy and secure. They have positive attitudes to learning and concentrate well on their chosen activities. The environment is warm and nurturing and children develop strong attachments to the friendly staff team. Staff recognise the impact of the COVID-19 pandemic on some children and have focused recent teaching on helping children to share, take turns and tolerate others in their play. As a result, children behave well for their age. The clear and consistent strategies used by staff are beginning to have a positive impact. Children show an awareness of routine and what is expected of them.

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

- Staff gather pertinent information about children's existing skills and abilities. They successfully use this knowledge to ensure that the curriculum reflects children's interests and builds coherently on what children already know and can do. Children are regularly observed by staff who carefully monitor their progress. Parents are able to offer their own contributions during 'focus week' which helps to inform children's next steps in learning. All children are making good progress and developing essential skills for the next stage in their learning.
- Staff talk to children as they play and introduce new vocabulary on a daily basis. Staff are eager to help children to learn and develop their ideas. However, at times, staff ask children lots of questions in quick succession and do not always give children time to think and respond. Furthermore, in their eagerness to help, staff occasionally solve problems for children and quickly offer solutions rather than encouraging children to develop their critical-thinking skills.
- Children are learning the importance of leading a healthy lifestyle. They enjoy healthy and nutritious meals and snacks and engage in outdoor energetic play. Children are beginning to understand the importance of handwashing, particularly before eating and after using the bathroom. However, staff do not always consistently apply the nursery's stringent hygiene procedures around handwashing, to aid children's understanding further.
- Staff are sensitive to children's individual needs and support their emotional well-being effectively. Staff implement frequent opportunities for children to explore their feelings and emotions. This helps children to regulate their

behaviour and develop empathy for others. Yoga sessions and mindfulness activities strengthen children's awareness further.

- Children have excellent opportunities to learn about the wider world around them. They participate in fundraising activities, where they learn about those who are less fortunate than themselves. Children visit places of local interest, including parks, garden centres and residential care homes. Staff use these opportunities to teach children about difference and diversity and their place within society. Furthermore, children learn about roles and responsibilities and people who help them through visits from the local fire and police departments.
- Children with special educational needs and/or disabilities and children who speak English as an additional language receive good levels of support. Staff work extremely closely with parents and other professionals to ensure a shared approach to children's learning. Any additional support that children require is secured in a swift and timely manner.
- Staff speak highly of the support they receive from management and clearly enjoy their work. They are committed professionals whose passion and support to enable children to have the best possible start are clearly evident. The dedicated and knowledgeable leaders ensure that staff's well-being is fully considered. There are plentiful training opportunities and regular reflections of practice to help inform and drive improvements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of their role in protecting children from harm. They confidently describe the action they would take if they had concerns about a child's welfare or the practice of a colleague. Leaders ensure that staff attend regular training to help ensure that their knowledge remains up to date. Those with additional safeguarding responsibilities have attended in-depth training so that they are able to support staff, children and their families effectively. There are stringent recruitment and vetting arrangements in place to ensure staff's suitability. Comprehensive risk assessments help to ensure that the premises are safe and secure.

## **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 develop and consistently use skilful questioning techniques
- strengthen staff's ability to promote children's critical-thinking and problem-solving skills
- ensure that all staff implement the nursery's stringent hygiene procedures in relation to handwashing.

## Setting details

<b>Unique reference number</b>	EY314359
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10066797
<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 11
<b>Total number of places</b>	115
<b>Number of children on roll</b>	138
<b>Name of registered person</b>	The Childcare and Community Centres, Ashton and District
<b>Registered person unique reference number</b>	RP525836
<b>Telephone number</b>	01942 274684
<b>Date of previous inspection</b>	20 January 2016

## Information about this early years setting

Hilton Street Childcare registered in 2005. The nursery is open from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7am to 6.30pm, Monday to Thursday, and from 7am to 6pm on Friday. There is also provision of an after-school and holiday club. The nursery employs 19 members of staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Karen Cox

## 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 provider and has taken that into account in her evaluation of the nursery.
- Discussions were held with the provider, the manager, parents and children at appropriate times throughout the inspection.
- A learning walk took place with the manager to discuss the curriculum intent and how the nursery is organised.
- The manager and the inspector jointly evaluated an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.
- 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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