

Inspection of Nature Trail On The Hill

Parbold Hill, Parbold, Wigan, Lancashire WN8 7TG

Inspection date: 14 July 2022

Overall effectiveness	Good
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 are developing their independence at this nurturing and calm nursery. They carefully use tongs to select their fruit at snack time and serve themselves lunch. This supports their fine-motor skills and hand-to-eye coordination. Children concentrate as they walk to the table with their lunch tray. These challenges build their confidence and help develop skills that prepare them for school.

Children are happy and settled. They develop secure attachments to their responsive key person. Babies demonstrate high levels of curiosity as they explore the environment. Practitioners model simple language to encourage their early communication. Babies are developing their physical skills as they are encouraged to walk using a push-along toy. Toddlers enjoy investigating the dough as they poke it with their fingers. They squeal in delight and clap their hands when they see the buns arrive. They understand the routine and anticipate what is coming next.

Staff use children's interests to plan activities that extend their learning. Toddlers learn the names of body parts following discussions about the Gruffalo and the wart on his nose. Older children watch the local farmer on his tractor making hay bales. They later revisit this experience in the small-world area as they feed the animals and drive the tractor. This supports children's understanding of the world.

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

- The registered person failed to notify Ofsted about a change of manager within the required timescale. Leaders are aware of their responsibility to notify of changes but omitted to do so on this occasion. While this is a statutory requirement, this did not have an impact on the quality of the provision.
- The new manager is keen to develop the setting. A review of the environment and routine have already had a positive impact for children. For example, self-service at mealtimes is developing children's confidence and well-being. Changes in the garden have resulted in babies having their own secure area to play outdoors. Staff feel supported and valued; they say they enjoy working at this happy setting.
- The curriculum is rich and varied and the environment is carefully planned to offer all areas of learning. In addition, the children's key person closely monitors their progress and plans their next steps. Children also have opportunity to revisit their previous learning. For example, at mealtimes, children talk about how food gives them energy. This builds on from learning about how to keep themselves healthy. Children make good progress.
- Children with special educational needs and/or disabilities (SEND) are supported by the new special educational needs coordinator. However, children who have

previously been identified with a potential additional need have not been offered early intervention within a timely manner. As a result, not all children have accessed the targeted support that they require to achieve.

- Children's behaviour is good. They develop strong attachments with adults who support them to understand the routine and expectations. Children respond to adults' requests and follow simple instructions, such as helping to tidy up. They take turns and respect one another as adults frequently model good manners and openly praise children. This supports children to develop important life skills which will help them to achieve in the future.
- Leaders have identified that children's attachment and communication development has been impacted by the COVID-19 pandemic. However, the setting does not focus on communication development as an area of priority. Though some practitioners are using effective strategies to support children's communication development, this is not embedded across the setting. This is because communication is not included within the curriculum as an area of priority.
- Parent partnership is strong and there is an effective two-way flow of communication. Parents are regularly updated on their children's next steps in learning. They express that their children are happy at nursery and are making good progress. Parents appreciate that their views are valued through regular feedback opportunities.
- Concerns and complaints are responded to quickly and respectfully. Leaders ensure that swift investigations are completed, and any lessons learned are used to develop policy and practice within the setting.

Safeguarding

The arrangements for safeguarding are effective.

Children are protected and feel safe. The setting is clean and secure both indoors and outdoors. Leaders understand their responsibility to protect children and staff, and have put effective policies and procedures in place. All staff access training to update their skills and knowledge on the signs and symptoms of abuse. They have easy access to guidance and know the procedures to follow if they are concerned a child is at risk of harm. Staff understand whistleblowing procedures and how to report concerns. Written records are made in an appropriate and timely way; these are stored securely.

What does the setting need to do to improve?

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

- further develop systems to ensure that all children receive early identification and timely support in relation to SEND
- carefully consider children's identified learning needs when devising and

delivering the curriculum intent.

Setting details

Unique reference number	2579568
Local authority	Lancashire
Inspection number	10239464
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	0 to 3
Total number of places	56
Number of children on roll	42
Name of registered person	Comparenurseries.com Ltd
Registered person unique reference number	RP535089
Telephone number	01257 464676
Date of previous inspection	Not applicable

Information about this early years setting

Nature Trail On The Hill registered in February 2020. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications. The nursery opens from Monday to Friday, 7.30am to 6pm, all year round. It provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Jenny Burgeen

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 manager and inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to staff at appropriate times during the inspection and took into account their views.
- The experiences for children were tracked during the inspection.
- The manager and inspector completed a joint observation.

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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