

# Inspection of Welcome Nurseries @ Moor Park (registration until: 04 Nov 2022)

The Limes, 79-81 Moor Park Avenue, PRESTON PR1 6AS

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Inspection date: 5 October 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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	Requires improvement

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

### **The provision is good**

The provider, senior leaders and particularly the manager have worked hard to make the required improvements at the setting. Action plans have been implemented well to ensure that weaknesses raised at the last inspection have been fully addressed.

Children arrive full of smiles and are eager to start their day. They confidently hang up their own coats and find their named photo card, as they self-register. Children excitedly greet their friends and quickly settle to their self-chosen play. They enjoy a mix of adult-led and child-led activities. For example, older children confidently make models out of play dough. They demonstrate maturity as they play cooperatively with each other and take turns to use the cutters and rolling pins. Toddlers are supported by staff to thread large shapes onto a lace. These activities also support children's small physical skills. Children are encouraged to develop a love of books. Staff use books during planned activities as well as at routine story times. As a result, children gain an appreciation that books carry meaning and are also a source of information.

Children develop good language skills because the staff introduce new words and ask them meaningful questions. For example, older children are asked to estimate how many balls of dough they will need to make their unique creations. Staff introduce new words to toddlers, such as 'in', 'out' 'on top' and 'underneath', as they model how to thread. Children develop strong bonds with staff, inviting them into their play and turning to them for comfort and reassurance.

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

- Supporting and developing staff's practice has been a priority. Staff have accessed a wealth of relevant training and been closely supported and coached by the diligent manager. As a result, the quality of their practice is vastly improved. Staff will now benefit from continued individualised coaching and mentoring to raise the quality of their practice to consistently higher levels.
- Children benefit from a well-planned and sequenced curriculum. Staff know the children very well. They plan an array of exciting and fun activities and experiences that are linked to children's individual interests. As a result, all children, including those who are funded, those with special educational needs and/or disabilities and those who speak English as an additional language, make consistently good progress.
- Children develop well in mathematics. Staff successfully weave mathematical concepts through daily play, activities and routines. For example, toddlers are challenged by staff to build a tall tower out of soft blocks. Staff encourage them to estimate how many it will take to make the tower fall over. When the tower

falls, children count aloud how many blocks have fallen. Older children can group objects into size, colour and shape, and are beginning to recognise written numerals. For example, when they see the number five on the playground floor, they proceed to do five jumps.

- Staff support children's communication, language and literacy very well. Toddlers are encouraged to say new words, such as 'disappear', as they look for balls they have thrown in the garden. Older children use more complex sentences as they hold discussions with staff about the story of the 'Stick Man'. Children confidently recall the story and talk about their favourite parts. In addition, they relish joining in with their favourite rhymes and songs. Staff model the actions to the song and sing clearly. This means that children all children can join in, take part and learn the song.
- Children are independent and gain good self-help skills. For example, toddlers confidently get a tissue and wipe their own noses. Older children realise when a bike seat is wet. They quickly find a towel to dry it before they use it. All children are supported to make independent choices. For example, they choose what snack items they would like to eat and pour their own drinks. In addition, children scrape their leftover food into the bin when they have finished eating. This helps them to feel a sense of responsibility as they proudly show visitors how they do this.
- The dedicated cook ensures all food provided is healthy, nutritious and meets children's unique dietary requirements. Children confidently wash and dry their own hands. Children love the outdoors and play outside in all weathers. They ride bicycles, play ball games and scale and climb equipment. All these support children's physical development and help them adopt a positive attitude to stay fit and healthy.
- Children behave very well. This is because staff have high expectations and are kind, warm and nurturing. Staff speak calmly to children, down at their eye level. They explain the importance of feelings and how actions can hurt others. Children are respectful, listen to staff and quickly rectify their behaviour.
- In the main, partnerships with parents are positive and support children's care needs well. However, while staff share some information with parents about children's progress, they do not yet consistently monitor the impact of this. As a result, strategies for home learning and supporting parents to be even more involved are not consistently successful across the setting.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their individual roles and responsibilities to keep children safe. The provider is keen to help staff stay abreast of changes in safeguarding. She regularly challenges staff to complete her safeguarding quiz. This helps staff keep their knowledge up to date. Children take part in regular emergency evacuation drills. This means they know what to do and how to act should there be an emergency. Staff are robustly recruited and vetted. This ensures they are suitable and safe to work with children.

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

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

- strength further the current arrangements for staff supervision and coaching, to help all staff develop their educational practice to consistently high levels
- ensure that all parents are given access to information about their child's learning and development, and are supported to extend children's learning at home.

## Setting details

<b>Unique reference number</b>	2626092
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10238172
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	72
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Welcome Nurseries Ltd
<b>Registered person unique reference number</b>	2576357
<b>Telephone number</b>	01772 884050
<b>Date of previous inspection</b>	31 March 2022

## Information about this early years setting

Welcome Nurseries @ Moor Park registered in 2021 and is situated in Preston. It is part of a group of nurseries operated by Welcome Nurseries Ltd. The nursery is open Monday to Friday from 7.30am until 6pm, all year round. The provider employs 10 members of childcare staff. Of these, eight hold recognised early years qualifications. The provider receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Birch

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The manager and the inspector too part in a joint observation outside.
- The inspector spoke with staff throughout the inspection.
- The provider and the manager held a leadership and management meeting with the inspector. They spoke about the leadership and management of the setting, and the inspector checked relevant documentation.
- The children spoke to the inspector during the inspection about what they enjoy doing at the setting.
- The inspector spoke with parents and took account of their views.

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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