

# Inspection of Little Achievers Urban Forest School Nursery

23 Herschell Street, Preston, Lancashire PR1 3QU

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Inspection date:

27 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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 arrive at nursery excited for their day ahead. They are greeted by friendly staff. Children feel safe and secure and are welcomed into nursery by their key person. Children understand the expectations of them and are familiar with the routines. They follow instructions and remind each other of them.

Positive behaviour is encouraged throughout the setting. Staff remind children of their manners and demonstrate how to use resources correctly. Children play alongside each other, sharing and taking turns. They show high levels of involvement throughout the various activities on offer. For example, children enjoy squeezing paint onto a tray and using flowers to make patterns. Staff introduce words such as 'swirly' and 'rose petals' and ask what patterns the children could make. Children really enjoy experimenting and use the flowers and their hands to make patterns.

Staff provide activities for children based on their current interests. For example, children enjoy playing and talking about their recent holidays. They use dolls to swim in the 'pool' and use scoops to fill containers to make sandcastles. Staff provide opportunities for conversations about children's holidays in order to share their experiences with their peers. As a result, children develop their knowledge and understanding of the world.

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

- Leaders and managers have a clear vision of what they want children to learn to make the best possible progress. Regular supervisions are held to help staff to reflect on their practice and agree areas for development, including training opportunities. However, at times, teaching is not always as sharp as it could be. For example, children count how many times they roll cars down the ramps, and they repeat this pattern of play. However, staff do not then enhance and extend children's learning further. As a result, children are not consistently challenged to make the very best possible progress.
- Communication and language are supported effectively throughout the nursery. Staff get down to children's level when speaking to them. They listen to children and respond positively. For example, when children ask if they can paint, staff talk to them about the colours they select and introduce new words to help to extend children's vocabulary. The children enjoy making marks with brushes and their hands.
- In the main, the curriculum is understood by staff who provide various planned activities for children. Staff also encourage children to explore the environments and they use children's interests to encourage them to participate. As a result, children love being imaginative and enjoy physical play outdoors. They enjoy

following their interests and are engaged, for example, when creating artwork and digging in the sand.

- Parent partnerships are good. Parents talk about how settled their children are and about the support they receive from the nursery. Newsletters and notice boards provide information for families too. The nursery recently implemented an electronic app system to share information with parents about their children.
- Children learn about the world around them as they explore the resources on offer and engage in a range of activities. For example, children dress up in headscarves and proudly show them off. They say they are dressed like their 'mummy'. Children discuss between themselves the different things their parents wear. Consequently, children are learning about similarities and differences and what makes them unique.
- Children enjoy healthy snacks and meals. They confidently choose which fruit they would like. Children help staff to pour their drinks and they use cutlery independently. Fresh drinking water is available throughout the day for children to access independently.
- Staff identify where children might need additional support and put plans in place to help them to achieve. Staff work closely with parents and other professionals in order to ensure each child, including those with special educational needs and/or disabilities, makes good progress from their starting point.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has safe recruitment procedures in place to ensure that staff are suitable to work with children. These include an induction process for all new staff members. Staff renew their training annually. They are aware of the signs and symptoms of possible abuse. They understand the procedures for reporting any concerns they may have, including concerns about other adults. Staff are deployed effectively. The premises are safe and secure. Staff carry out regular checks to identify and minimise any potential hazards. Staff hold paediatric first-aid qualifications. This means that there is always someone able to respond appropriately in the event of an accident.

## 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 consistently use opportunities to build on what children know and can do as they arise during children's self-chosen play.

## Setting details

<b>Unique reference number</b>	EY338619
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10235033
<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>	1 to 7
<b>Total number of places</b>	62
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Rosy Apple Childcare Limited
<b>Registered person unique reference number</b>	RP900898
<b>Telephone number</b>	01772 201 004
<b>Date of previous inspection</b>	21 December 2016

## Information about this early years setting

Little Achievers Urban Forest School Nursery registered in 2006. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, and one is training towards their qualification. The nursery opens from Monday to Friday all year round, apart from bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery operates a breakfast and after-school club as well as a holiday club during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kate Martin

## 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 inspector held discussions with the nursery manager and children at appropriate times during the inspection.
- The inspector and the nursery manager completed a learning walk together to discuss the provider's intentions for children's learning.
- The nursery manager and the inspector carried out a joint observation of a planned activity.
- The inspector carried out observations of staff and children at play, speaking to staff at appropriate times.
- The management team met with the inspector to discuss the leadership and management of the setting.
- Parents shared their experiences of the setting with the inspector.
- The inspector reviewed documents appropriate to the inspection.

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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