

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

382 Tag Lane, Ingol, Preston PR2 7AA

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Inspection date: 6 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	Not applicable

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

### **The provision is good**

Children are very happy and settled. They enter the setting and are quickly engrossed in their play. Children enjoy the opportunities to spend time with their friends and work collaboratively with one another. Staff provide a warm, welcoming and busy environment. Children benefit from a wealth of learning opportunities. Babies enjoy listening to stories as staff read to them and sing with enthusiasm. Older babies attempt new words such as 'squeeze' as they play with the dough. Older children are confident to take the lead in activities and explain to each other what they need to do. Children are keen and curious learners. They enjoy the benefits of exploring the natural environment. For example, children notice the changes in the seasons and identify different insects.

Children are polite and well behaved. They have a good understanding of the setting's rules, such as having 'kind hands and feet'. Children learn to be healthy. They understand the importance of taking regular exercise, being aware of any allergies that they may have, and eating foods which are good for them. Staff strive to give the children the best possible care and education. For example, they talk to the Reception class teachers to help prepare children for their transition to school. Staff offer lots of kind words and reassurances, which helps children to feel settled and safe.

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

- The setting is led by a committed and passionate manager. She is new to this role and is being supported effectively by a new management team. She and the team have made several positive changes in the short time in post. This includes changes to the curriculum and routines, and the re-organisation of rooms. This is progressing well but is not fully embedded in practice.
- Older children are confident to use a range of resources and wheeled toys to develop their gross-motor skills. For example, they confidently navigate their bike through the traffic cones. Younger children are increasingly confident to explore the outdoor area. Outdoor play on occasion lacks direction for the younger children and does not take into consideration the needs of those children who learn best outdoors.
- Staff are skilled communicators. As a result, children rapidly acquire new language. Songs and rhymes are an integral part of the curriculum. Children sing spontaneously throughout their play, and songs are used to help them understand what is happening next. This significantly enhances children's acquisition of language.
- Children develop a love of books from a very early age. They relish the opportunities to sit reading a favourite book with staff. Children happily anticipate the sounds that the animals make. They are confident to select their

own books and develop an awareness that books can be used to find out information.

- Children have many opportunities to develop early mathematical skills and an understanding of mathematical language. Older children are confident to count to ten, and they recognise numbers and shapes in the environment. Furthermore, staff use counting songs effectively to introduce younger children to numbers.
- Children develop independence from a young age. Babies begin to help to tidy away their toys. Older children know that when the bell rings they need to stop what they are doing and listen to staff's instruction. They are confident to wash their hands and set the table for meals. Children are fiercely independent as they attempt to put on their own coats. This helps to prepare children for the transition into the next room or school.
- Children thoroughly enjoy art and craft activities. They like to explore the paint and create their own unique works of art. Children make patterns in the sand and mould dough. Older children are confident to make marks which represent their names. These activities are an effective precursor to writing.
- Staff work in partnership with parents and others. They work closely with professionals to support children with special educational needs and/or disabilities (SEND). This helps children to make the progress that they are capable of.
- Parents are complimentary about the new manager and staff. They said that their children are eager to get to nursery and often forget to say goodbye to them. Staff ensure that the parents are fully informed about their child's day and their progress.

## Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment and vetting procedures ensure that children are cared for by suitable staff. Managers regularly review the safeguarding practice, policies and staff training. Safeguarding training and discussions are held on a regular basis to ensure staff knowledge remains current. Staff also understand the whistle-blowing procedures. For example, they know the action to take if they are concerned about a colleague's practice. Effective risk management strategies mean that children are cared for in a safe environment. Children learn how to keep themselves safe. For example, they know to blow on their food to ensure it is cool enough to eat. In addition, children carry out risk assessment with staff, which helps them to take responsibility for the environment.

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

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

- support the manager to firmly embed the new management structures and routines so that they can continue to improve on the learning opportunities for children
- support staff to extend the outdoor curriculum so that the children who prefer to learn outdoors gain the most from the activities.

## Setting details

<b>Unique reference number</b>	2589096
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10249148
<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>	89
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Welcome Nurseries Ltd
<b>Registered person unique reference number</b>	2576357
<b>Telephone number</b>	01772 722764
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Welcome Nurseries@Ingol registered in 2019 and is situated in Ingol, Preston. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications ranging from level 2 to level 3. The nursery is open Monday to Friday from 7.30am until 6pm, all year round, except for Christmas and on bank holidays. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Chris Scully

## 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 the inspector completed a learning walk together of all areas of the nursery and talked about the curriculum and what they want children to learn.
- The inspector carried out a joint observation of a group activities with the manager.
- Children spoke to and communicated with the inspector throughout the inspection.
- The inspector talked to the staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke with the inspection about how they support children with SEND.
- Parents shared their views on the setting with the inspector.

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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