

Inspection of The Village Day Nursery

Crooke Road, Standish Lower Ground, Wigan, Lancashire WN6 8LR

Inspection date: 18 October 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 Good

What is it like to attend this early years setting?

The provision is good

Children enter happily and are eager to learn. Staff have high aspirations for children and plan an exciting range of learning opportunities. Children show that they feel safe here. This is because staff develop warm, nurturing relationships with them. Children who are new to the setting confidently seek out specific staff for comfort and reassurance. This helps them to settle into their new surroundings. Staff provide many opportunities for children to communicate with each other and develop ideas as they play. For example, children put forward their ideas about the ingredients as they make pumpkin soup.

Children develop a love of reading as they share their favourite stories with staff. They talk about their favourite characters and predict what will happen next in the story. In addition, they borrow books from the setting to read at home with their family.

Children behave very well. This is because staff are positive role models who treat them fairly and with respect. Children show empathy to their friends who are upset, offering them hugs and words of comfort. Children are supportive of one another. For example, they actively encourage their friends to complete difficult tasks. They enthusiastically support their friends as they attempt to walk across the balancing beam. Children cheer in delight when they succeed. Consequently, children develop a positive sense of self and have confidence in their own abilities.

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

- Managers and staff know the children well. They work in partnership with parents and professionals to support children's learning. For example, they have used early years pupil premium funding to purchase play equipment and sensory toys. These resources help children to concentrate and engage in their learning.
- There have been several changes within the staffing and management of the setting in the past year. The new team is coming together well. However, on some occasions, staff do not share best practice across the nursery to accelerate children's learning.
- Children are provided with a fun and stimulating curriculum that actively engages their interests and enables them to make progress. The staff are skilled at introducing new ideas. For example, they explore with the children changes in the seasons and the appropriate outdoor wear for pumpkin picking. This enables children to build on what they know and share their experiences with other children.
- Children develop a secure understanding of early mathematics. Some children are confident to count to five and some beyond. Children recognise a range of shapes and numbers in the environment and the value of numbers. This helps

children to develop a positive attitude towards mathematics and problem solving.

- Overall, children develop good communication and language skills. Staff model language well. For example, as the children make 'pumpkin soup', staff use words such as 'stir,' 'seeds' and 'mix'. Additionally, they encourage children to describe the texture of the pumpkin and what spices they can smell. This helps the children to hear new words to describe what they are doing.
- Occasionally, the curriculum is not sufficiently adapted for children with speech and/or language difficulties. This means that they may not make the progress that they are capable of. On some occasions, staff do not make best use of pictorial cards to support children's communication.
- Babies and toddlers enjoy listening to stories and join in with songs, especially 'What's in the Box?' Older children learn that books can be used to gather information. Consequently, children develop an awareness of reading for pleasure and for purpose.
- Babies are provided with the opportunity to practise their crawling and walking. Older children learn to take risks as they climb trees, balance on planks of wood and ride around the 'play road' on their bikes. This helps children to develop confidence in their abilities.
- Staff support children's curiosity and help them to develop a can-do attitude. Children work out how they can safely release a toy that has become stuck in the branches. They develop their hand-eye coordination and hand muscles for pre-writing through activities such as the 'dough gym' and 'funky fingers'.
- Children learn about the world around them. They develop an understanding of where their food has come from, such as the bees making the honey that they are eating. Children are confident to serve themselves and to put their plates on the trolley when they have finished. This helps them to develop the skills they need for the next stage of learning.
- Parents are complimentary about the setting and the support that they and their children receive. They comment that the staff care about their children and that they are fully informed of their child's progress.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment, vetting and induction help to check the suitability of the staff working with children. Managers and staff have a secure understanding of the setting's child protection and safeguarding policies and procedures. Staff are clear about the actions to take should they have a concern about a colleague. A wealth of information is available to parents about topics such as safe sleeping arrangements. This helps them to keep their children safe. Staff are deployed effectively around the nursery and supervise children well. Risk management strategies are improving. This means that action is taken to reduce any perceived risks.

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 share their good skills and best practice with each other
- implement effective strategies to support children who are non-verbal to communicate.

Setting details

Unique reference number	322994
Local authority	Wigan
Inspection number	10260429
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 4
Total number of places	89
Number of children on roll	48
Name of registered person	The Village Day Nursery Ltd
Registered person unique reference number	RP524419
Telephone number	01942323444
Date of previous inspection	23 February 2018

Information about this early years setting

The Village Day Nursery registered in 2000. The nursery employs 29 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 or above, including three who hold qualifications at level 6. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays. The nursery 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.
- We carried out the inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- A joint observation was carried out by the inspector and deputy manager.
- The inspector spoke to the children, to find out about their time at the setting.
- The inspector spoke to parents during the inspection 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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