

# Inspection of Patterdale Lodge Day Nursery

101 Market Street, Newton-le-Willows WA12 9DD

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Inspection date: 19 October 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

Not applicable

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

### The provision is good

Children lead their own learning in the calm and welcoming nursery. They regularly attend forest school sessions in a local country park, where they explore nature and how to take appropriate risks in their play. Children have recently visited the local church to take donations of food to the local food bank. This helps children to learn about other people and how they might live. Children develop kindness and consideration for others. They visit the local community centre to take part in group activities. They meet others from their local community and learn about their own place within it. Children are happy and safe. They behave well.

Even the youngest children are encouraged to hold books themselves and are taught how to turn the pages. Storytelling is engaging. Children take home books from the nursery's lending library. This helps them to learn new words and develop a love of books. Children learn new knowledge and skills through their interests. For example, they take part in an activity based around 'We're Going on a Bear Hunt'. They show a keen interest in the snow from the story. Later, children develop their mathematical skills as they scoop and pour ingredients and mix them together to make their own 'snow'. Children respond well staff's high expectations of them. Pre-school children learn care and concern for living things as they help to care for the nursery's hamster. They learn to be responsible as they help to clean out his cage and give him food and water.

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

- Children learn through engaging environments and consistent high-quality interactions with staff. Teaching is of a high standard. All children, including those who receive additional funding, make good progress in their learning.
- Support for children's communication and language is good. Staff repeat key words and extend sentences. For example, as babies explore flour mixed with water, staff clearly name the autumn items in it. They say 'pine cone' and ask, 'Is it spiky?' This promotes babies' understanding. Children become confident communicators.
- Children with special educational needs and/or disabilities receive support to help them flourish. For example, staff use signs and visual prompts to support communication. Additional adults build strong relationships with children. This helps them to provide tailored support to meet children's needs.
- Children have positive attitudes towards learning. They become highly engaged in activities for an extended length of time. For example, children listen intently as staff read 'Room on the Broom'. Afterwards, they use various ingredients to make 'potions'. Children develop their physical skills as they scoop and pour, using their imaginations to decide what their potions will do.
- At times, children's independence is supported. For example, toddlers are helped

to wash their hands at the sink. Staff model what to do and put their hands over children's hands to help them. However, this support is not consistent. For example, older children have their faces cleaned for them and their coats put on for them by staff. This means that independence skills are not consistently embedded throughout the nursery.

- Positive relationships help children to feel settled and secure. Staff are sensitive and responsive to children's needs. For example, babies are offered cuddles when they become unsettled. Staff know the children well and understand their wants and needs. They take note of how children communicate through words and actions. This helps to build children's confidence and self-esteem.
- Staff complete all mandatory training, including safeguarding and first aid. Coaching is provided to pre-school staff from linked nurseries to help them to fulfil their role. However, training to help staff improve their practice in teaching and learning is limited. This means that staff practice does not consistently improve over time.
- The manager and the owners strive to support staff's well-being and mental health. They celebrate staff's achievements. Staff report feeling supported by management and say that they have a manageable workload. This helps staff to fulfil their roles.
- Parents are very happy with the care and education provided. They praise the communication they receive, particularly since the recent appointment of a new manager. They receive photos and updates through an online system. Staff keep parents updated with their children's progress. This helps parents to understand what their children have achieved during their time at the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand the different types of abuse and what signs they should be alert to. They know how to report any concerns they have. Staff demonstrate good knowledge and understanding of the 'Prevent' duty. They risk assess the environment and make changes when needed. For example, the number of children in the outdoor area at any time is limited. This is intended to reduce the number of accidents occurring, which has been successful. Robust processes are in place when recruiting new staff members, to help to ensure that they are suitable 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:**

- support children consistently to develop their independent self-care skills
- enhance staff training so that it focuses on helping staff to improve their practice over time.

## Setting details

<b>Unique reference number</b>	2604790
<b>Local authority</b>	St Helens
<b>Inspection number</b>	10251661
<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>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Linden House Day Nursery Limited
<b>Registered person unique reference number</b>	RP910007
<b>Telephone number</b>	01925227123
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Patterdale Lodge Day Nursery registered in 2019 and is based in Newton-le-Willows. It is open from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery employs 22 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, and seven hold qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of parents' views.
- The inspector carried out a joint observation with the manager.
- The manager provided the inspector with a sample of key documentation on request.

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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