

# Inspection of Nature Trail Nursery Park Road

7 Trafalgar Street, Chorley, Lancashire PR7 1HE

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Inspection date: 25 October 2022

<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 enter the nursery happy, settled and ready for their day. Children eagerly seek out enjoyable and well-planned learning opportunities in their nursery rooms. Babies settle in very quickly and build bonds with their key person. They explore their surroundings with interest. Pre-school children engage in a wide variety of opportunities based on their interests and next steps in learning. They are beginning to develop individual preferences for learning. Staff have high expectations and plan experiences that children find engaging, and which help to ensure they make good progress.

Children behave well and develop a positive attitude to learning. Staff greet families in a friendly manner, taking time to listen and share information. Staff have high expectations of children and are excellent role models. They treat children and each other with kindness and respect. For example, babies giggle as staff sing familiar nursery rhymes and tickle them gently. Positive relationships contribute to children's good emotional security, resilience and self-esteem. Children are kind and caring to one another, show respect during group games and are considerate of their friends. Children develop good levels of independence. They feed themselves, help to tidy toys away, and are well prepared for their move on to school.

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

- The leaders and management are knowledgeable about early years education. They deliver a curriculum that is informed by their understanding of the needs of the community and the children in their care. They have high expectations for all children, including those with special educational needs and/or disabilities. The manager works closely with other professionals to ensure all families receive the support they need, so that children can achieve their full potential.
- Leaders complete supervision sessions for staff and hold regular team meetings. They have also recently introduced practice observations to review the quality of interactions between staff and children. However, this is not yet well embedded. The programme of professional development is not yet highly focused to support staff in further developing their knowledge and skills even further.
- Children access a curriculum that builds on their prior knowledge and interests. For example, staff follow children's interest in nature by going on walks to the local park. They look at the natural world together, singing and spotting animals to match to a picture. However, staff are not always clear or consistent in how to implement curriculum intentions effectively. For example, some staff do not model new words or simple sentences consistently to enable pre-school children to hear and learn new vocabulary.
- Children develop a strong sense of their local community. The setting has good

links with local primary schools. Children become familiar with the environment during their settling-in sessions. This helps them to feel secure when they move to school. Leaders work closely with charities and in community events. For example, children support a local food bank and raise money for charities.

- Children behave well in the nursery and respond swiftly to staff requests. They are polite to one another and always demonstrate good manners. Children also visit a local care home and interact with the residents. This helps to develop children's understanding of the wider world beyond home and the nursery.
- Partnerships with parents are good. Staff bring children and families together to engage in events, such as the nursery weekend walk and supply pre-school children with uniforms. They keep parents informed about their children's progress. Specialised home learning bags are helping to build on children's early reading, self-care and physical skills at home. This ensures children receive the necessary support for their ongoing learning.
- Staff place a sharp focus on children's physical development. Older children independently meet their own self-care needs, such as washing their hands before they eat. They help themselves to a drink of water and learn about the importance of having a healthy diet. Leaders use additional funding well. They provide learning opportunities for children that they would not usually experience. These include weekly dance sessions delivered by professionals. There is a selection of resources to promote oral health to children and parents.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are committed to safeguarding children's welfare. They accurately identify the potential signs and symptoms that may indicate that a child is at risk of harm. Staff know the procedures to follow if they are concerned about children's safety. They understand the whistle-blowing procedure should they have any concerns about a colleague. Staff understand issues such as the 'Prevent' duty. Staff ensure that children are able to play in a safe and secure environment. The management teams follow safe recruitment procedures, to help ensure that all staff 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:**

- strengthen the programme of professional development to support staff in further developing their knowledge and skills
- strengthen curriculum implementation to consistently meet children's next steps, with particular focus on communication and language development.

## Setting details

<b>Unique reference number</b>	2591444
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10251249
<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 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Comparenurseries.com Ltd
<b>Registered person unique reference number</b>	RP535089
<b>Telephone number</b>	01257 275255
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Nature Trail Nursery Park Road registered in 2020 and is situated in Chorley, Wigan. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## 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 accompanied the inspector on a learning walk of the setting. She discussed the curriculum they provide and how this is arranged with the inspector.
- The inspector completed a joint observation with the manager, and they discussed the impact of teaching on children's learning.
- A number of parents spoke to the inspector and their views were taken into account.
- Relevant documentation was reviewed by the inspector, including the suitability of staff working at the nursery.
- The inspector held discussions with staff and children at appropriate times throughout 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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