

# Inspection of Leyland St James Wrap Around Care Groups

St James C Of E School, Slater Lane, Leyland PR26 7SH

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Inspection date: 3 November 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

Children thrive in this innovative setting. Staff have a secure understanding of each child's needs and plan a bespoke curriculum for them. Ultimately, children make rapid progress in an exciting learning environment. Children relish the opportunities to explore the outdoors and take part in forest school activities. This means children learn about the world around them and care for the environment. Staff are highly skilled communicators who have created an interesting, language-rich environment. This ignites children's imagination and curiosity. Staff provide numerous opportunities for children to communicate with each other and develop ideas as they play. For example, children put forward suggestions as they make bird feeders. Children flourish because of their strong emotional attachments to staff.

Children develop a love of reading as they share their favourite stories with staff. Staff ensure that the books are reflective of all the children and their families. This helps children to settle and to recognise their uniqueness. Furthermore, children borrow books and activity bags, which supports their learning at home. Children behave exceptionally well. They learn to manage their feelings and emotions and treat one another with kindness. Children confidently persevere as they attempt challenging tasks, such as putting on wellington boots, pouring their own drinks and building complex towers.

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

- The manager's passion for providing children with the best possible start in life is infectious. She has a clear vision and strong focus on the continual development of the excellent opportunities provided to children. High priority is given to the staff's well-being and professional development. Staff are encouraged to share their research, learning and ideas. This ensures the continuous delivery of high-quality care and education.
- An ambitious, well-planned curriculum helps children to make excellent progress across all areas of their development. Children are deeply engaged in their learning and often invite others to join them. This highly collaborative working helps children to share new ideas and consider alternative ways of doing things.
- Children with special educational needs and/or disabilities (SEND) thrive. This is because staff have a secure understanding of the children and what they need to learn next and how. They work in partnership with parents and professionals to support children's learning. Staff have used early years pupil premium funding extremely well, to support disadvantaged children and those who are struggling with attachments.
- Staff are aware that some children are shy or may not be in the forefront of the activities. They skilfully adapt the activities to ensure that every child is able to

put forward their ideas, such as how to rebuild the water chute. This means that no child is excluded.

- Forest school is an integral part of the setting. Children relish the opportunities to work alongside staff, making bird feeders and exploring the environment. Children talk knowledgeably about the birds that they see, such as robins, and what they like to eat. They carefully explain the forest school rules and why they cannot enter the firepit square. This exciting range of activities helps children to learn about and appreciate the world around them.
- Children become highly skilled communicators. They confidently use new language such as 'nocturnal' and 'flight' when talking about owls. They develop a deep love of reading as they freely access books across the setting. Children learn that books can be used to gather information as well as stories. This creates a strong foundation for future learning.
- Children develop a secure understanding of early mathematics. Children recognise a range of shapes and numbers in the environment and learn the value of numbers. They successfully make comparisons between the height of two towers. This helps children to develop a positive attitude towards mathematics and problem solving.
- Children are cared for in a highly inclusive setting that celebrates the children's individuality. Ultimately, children develop a sense of self and know what makes them unique. They are gaining in confidence to talk about their feelings and emotions. They show empathy to one another by offering comfort when a friend is sad.
- Parents and professionals, such as social workers, are extremely complimentary about the setting. They praise the staff for the excellent care and support provided to children, which gets them off to a flying start. Parents say that the manager and staff 'go above and beyond' to ensure that the children have everything that they need. Consequently, their children are flourishing, and they are happy and settled.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority. Children learn to keep themselves safe through stories and interactive sessions about bonfire night. The children confidently tell staff the correct way to handle and dispose of sparklers so that they do not get hurt. The manager and staff have an innate understanding of safeguarding practice. They work in partnership with other agencies to ensure children are safe and receive the right support. Additionally, they know the procedures that they must follow if they are concerned about a child in their care or an adult working with them. Robust recruitment processes mean children are cared for by suitable adults. Effective risk management strategies ensure risks are quickly identified and addressed. This means that children are cared for in a safe and secure environment.

## Setting details

<b>Unique reference number</b>	EY490973
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10231568
<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>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Leyland St James' Wrap Around Care Groups
<b>Registered person unique reference number</b>	RP534719
<b>Telephone number</b>	01772 422572
<b>Date of previous inspection</b>	25 October 2016

## Information about this early years setting

Leyland St James Wrap Around Care Groups originally registered in 1998 and re-registered in 2015, following a change in the legal status of the registered provider. The care group offers nursery sessions and before- and after-school care for school-aged children. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, during term time. Sessions are from 7.50am until 5.50pm. 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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents and carers shared their views of 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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