

# Inspection of Little Foxes (Wigan) Ltd

Iona House, Billinge Road, Wigan, Lancashire WN3 6BL

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Inspection date:

24 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are greeted warmly by staff who know them well. They come into nursery happily and settle quickly to begin their learning. The learning environment is beautifully resourced. Children access a stimulating array of learning experiences that match their interests and spark their curiosity. The curriculum is designed to build children's knowledge and skills over time. Children make good progress in their learning.

Children are polite and kind to each other. They work together well and persevere with tricky tasks. They help each other to find solutions. Staff celebrate achievements with children. This promotes a real 'can-do' attitude. Children are learning to share and take turns with resources. They respond positively to staff's high expectations of behaviour. When disagreements occur, staff step in quickly and help the children to resolve their differences. This helps children to develop relationships and make friends. Interactions between staff and children are caring and supportive. Staff carefully plan settling-in visits for babies who are new to the nursery. They offer toddlers reassurance as they explore new experiences. In this way, children build strong bonds with staff and this makes them feel safe and secure. Staff support children to understand how to keep themselves healthy. Children enjoy healthy meals and snacks and can talk about foods that are good for them.

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

- Leaders and staff have created a nurturing environment with a real focus on promoting children's well-being. Staff use yoga techniques, stories and pictures to help children understand and manage their emotions. Children have daily opportunities to talk about how they are feeling. This helps them to learn the vocabulary of emotions and think about the needs of others.
- Children enjoy activities that support the development of their mathematical skills and knowledge. They are learning to recognise numerals as they search for them in the sand and match them to the numbers of toy cars as they play. Children practise counting for real purposes. For example, taking two pieces of banana at snack time or counting how many plates are needed for lunch. In this way, children are developing an understanding of number and pattern.
- Staff provide experiences that effectively build children's physical skills. Babies practise their coordination skills by using spoons to scoop up cereal. Toddlers strengthen their hand muscles by squeezing dough and older pre-school children practise skilful threading. Children develop their larger muscles as they climb stairs, move around on bicycles and climb on log stumps. All of these activities develop strength, stamina and control.
- Children enjoy sharing books and stories. Every room has a cosy space where

children and staff can cuddle up together with a book. This is helping children to expand their vocabulary while developing a love of books. At lunchtime, children have place mats with their names on. They are learning to recognise the letters in their name and those of their friends.

- Staff monitor children's progress and identify the next steps in their learning. They plan activities to build on what children know and can do. However, staff do not consistently use play and incidental conversations to extend children's ideas and thinking. As a result, they do not always maximise learning.
- Parents and carers are very happy with the quality of care and education offered to their children. They say that children have lovely relationships with staff. Parents describe how staff regularly update them on their children's progress. They say that staff are eager to hear about what the children have been doing at home and talk about this with their child. Parents have noted that children grow in confidence during their time in nursery and talk about their friends.
- Leaders have a clear vision for improvement. They are passionate about the quality of care and education provided. They use a range of strategies to monitor and develop practice across the setting. New staff buddy up with more experienced staff to regularly reflect on their practice. Staff well-being is a priority and staff report that leaders support them well. There is a strong team ethos.
- Leaders ensure that the most vulnerable children are supported well. Staff work effectively in partnership with parents and other professionals. This means that children with additional needs and those identified with special educational needs and/or disabilities make good progress from their starting points.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders use a range of methods to keep staff knowledge of safeguarding topics updated. These include QR codes displayed in each room that link to safeguarding themes and policies, including safe sleeping. Parents can also download key information from these displays. Leaders follow safe recruitment processes and effective induction procedures. This ensures that those working with children are suitable and new staff have effective safeguarding knowledge. Children are beginning to think about potential hazards in their learning environment. Staff encourage children to follow good hygiene procedures that minimise the risk of infection.

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

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

- continue to develop the skills of all staff in order to ensure that they consistently use interactions with children to maximise learning.

## Setting details

<b>Unique reference number</b>	EY297752
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10234884
<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 10
<b>Total number of places</b>	140
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Little Foxes (Wigan) Ltd
<b>Registered person unique reference number</b>	RP525180
<b>Telephone number</b>	01942 227972
<b>Date of previous inspection</b>	30 March 2017

## Information about this early years setting

Little Foxes (Wigan) Ltd registered in 2004. It is situated in the Highfield area of Wigan. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications ranging from level 2 to level 7. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Dawn France

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time 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 special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several 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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