

Inspection of Portico Kindergarten

Aughton Town Green Primary School, Town Green Lane, Aughton, ORMSKIRK,
Lancashire L39 6SF

Inspection date: 19 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are safe and greet staff eagerly as they enter this nursery. However, children's learning experiences vary. While staff are extremely motivated, they are not always deployed effectively to implement the intended curriculum. Staff do not always plan activities and experiences that ensure children gain skills that they want them to learn next. Routines and rules are not consistently implemented and do not always promote children to develop positive attitudes to their learning. Some staff are not skilled in recognising opportunities to help children to learn as they play. Therefore, there are frequent periods of time that children are not engaged in meaningful activities.

Although there are areas that require improvement, there are also positive aspects of practice. Children are happy as they play with their friends. They have a safe outdoor space to learn in. Children run and climb as they develop their physical strength. Younger children access creative resources and proudly show staff the paintings they create. Older children imaginatively recreate experiences from home. They make pretend meals in the home corner and sit on the sofa and chat to their friends. Children are always supervised. This means children are safe in their environment. Following the COVID-19 pandemic, the manager has placed priority on enhancing children's understanding of their emotions. However, the strategies used by staff do not always help all children to understand how their behaviour impacts on their friends. This means children are sometimes unsure of how they need to act.

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

- Leaders intend to implement a curriculum to prepare children for the next stage of their learning. Assessment is used to identify what children need to learn next. However, staff do not always plan activities and experiences for children that address gaps in their learning. This means children do not always gain the skills that they need.
- Staff do not always share their expectations of behaviour with children. As a result, some children do not develop positive attitudes to their learning and behaviour. Frequently, children snatch toys, push their friends and, at times, do not follow instructions. Staff are inconsistent in helping children to understand how their actions effect others. As a result, children are not always developing a sense of right and wrong.
- Leaders give priority to staff well-being. They allocate time for staff to complete paperwork. Staff are happy in their roles. They attend appraisal meetings and supervision sessions. However, leaders do not consistently provide staff with targeted support and feedback to help improve their practice. As a result, the quality of teaching is not yet consistently good across the nursery.

- Staff are not always deployed effectively to support children in their learning. At times, children are engaged. For example, they learn how ice melts and use new vocabulary, such as 'dissolve', in their play. However, at other times, group activities are not well organised. As a result, children quickly lose interest. They wander around the room aimlessly. At these times, other members of staff do not help children to engage with activities. This means children do not always benefit from meaningful learning.
- Children wash their own hands, manage their personal care needs and help to prepare the tables ready for lunch. They enjoy the responsibility of passing out cups, pouring drinks and serving their own food. These experiences help promote children's confidence and independence.
- Children develop their physical skills and strength in their play. They safely climb on equipment in the garden and enjoy playing in the fresh air. Older children walk a daily mile to help to keep themselves healthy. They talk about how this makes their heart beat faster and they need to drink water. Children learn how to maintain their physical health.
- The manager and staff have established positive and respectful relationships between themselves, parents and children. Parents are extremely happy with the nursery. They explain how leaders are always ready to help and that the support they offer is 'amazing'. This helps parents to feel secure.

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 or the practice of another member of their team. Leaders ensure staff keep their knowledge and skills up to date. Most staff have relevant first-aid training. This means any accidents are dealt with quickly, which helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure arrangements for managing children's behaviour effectively support them to understand how their actions impact on others	14/02/2023

<p>ensure professional development opportunities support staff to develop their knowledge and skills to implement the intended curriculum and continually improve the quality of learning experiences that they offer to children</p>	<p>14/02/2023</p>
<p>deploy staff more effectively to ensure they always meet the children's needs.</p>	<p>14/02/2023</p>

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

- strengthen planned learning experiences to consistently and promptly close gaps in children's learning and development.

Setting details

Unique reference number	EY361854
Local authority	Lancashire
Inspection number	10263613
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	1 to 3
Total number of places	40
Number of children on roll	65
Name of registered person	Portico Day Nurseries Ltd
Registered person unique reference number	RP900806
Telephone number	01695 422 319
Date of previous inspection	8 May 2017

Information about this early years setting

Portico Kindergarten registered in 2008. The kindergarten employs 10 members of childcare staff. Of these, one holds a relevant early years qualification at level 6 and seven hold relevant early years qualifications at level 3. One member of staff also has qualified teacher status. Sessions are 7.30am until 6pm for 51 weeks of the year.

Information about this inspection

Inspector

Deborah Magee

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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out joint observations of activities and evaluated the effectiveness together.

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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