

Inspection of Leigh South Community Nursery

Albert Tattom Community Centre, Hope Carr Road, Leigh WN7 3ET

Inspection date: 28 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 confident and happy in this nursery. The owner and staff have created an inviting and interesting learning environment. Children have strong bonds with their key persons who act as positive role models. This helps children to understand the high expectations for their behaviour. Staff offer the children gentle reminders of the nursery rules. When conflicts arise, staff support the children to talk about how they can be resolved. This means children learn how to manage their feelings and behaviours. Additional funding is used effectively to enhance children's learning experiences. Children benefit from activities, such as farm visits and bus journeys to large parks.

Children explore the outdoors and learn about nature. They build dens, mix sand and mud and learn about fire safety by the firepit area. Staff support children to be safe outdoors and to take appropriate risks. They guide children to make healthy food and exercise choices. Children plant and grow flowers and learn about life cycles. They enjoy tasting new fruits like pineapple and mango. Children explore numbers in all areas of the nursery. They confidently make marks and form letters. Furthermore, children learn new British sign language signs each week. This helps to develop children's understanding of similarities and differences between themselves and others. Children are eager to join in experiences set out for them. They demonstrate positive attitudes to learning.

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

- The provider is committed and passionate, with a clear vision for the setting. She has a good knowledge and understanding of how children learn, and she works closely with her dedicated staff team to make improvements. For example, she has recently enhanced the literacy area by creating a 'lending library' to build on children's love of books.
- Staff know the children well. Children with special educational needs and/or disabilities are well supported. Staff work closely with a range of outside agencies. They put strategies in place to support children while referrals for additional support are being processed. For example, staff use visual aids to support children to understand what is happening next in their daily routine. All children make good progress.
- Staff use a wide range of strategies to promote children's communication skills. For example, they read, sing and converse with children throughout the day. Staff use and model language well. They create opportunities for children to use new language throughout activities. For example, children talk about 'fairy cakes' and 'peas' when moulding with dough. However, sometimes, group activities are not always well organised to successfully include children who most need support in developing their listening and attention.

- Staff consistently promote children's independence skills. Children confidently wipe their noses and put the tissues in the bin afterwards. They pour their own milk or water at snack time and confidently ask for the toilet. Children carry out small tasks, such as helping staff to sweep up the floor. This helps them learn how to manage their own personal safety.
- Staff show passion and dedication when caring for the children. They work well as a team and continually share their thoughts and ideas for the nursery. The provider focuses on supporting staff's mental health and well-being. She wants all staff to feel valued and happy in their place they work. However, while staff attend some training courses, the manager recognises that these need to be more precisely targeted to help raise the already good standard of teaching to an even higher level.
- Staff ensure resources reflect what makes children unique and special. For example, pre-school aged children can accurately re-create images of themselves. Across the nursery, children take part in celebrations to mark special days and learn about special events in other cultures. This helps children to feel valued.
- Parents are positive about the setting and the staff. They state they have attended stay-and-play sessions to learn skills that help them to support their children's development at home. The owner and staff work hard to build strong partnerships with parents. They visit children in their home and spend time getting to know them and their families. This enables staff to meet children's individual care and learning needs right from the start.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to recognise the possible signs and symptoms of abuse and neglect. They know how to identify safeguarding issues, such as female genital mutilation and extreme behaviours and views. Staff know the processes to follow should they have any safeguarding concerns. They have regular discussions with children and parents around the use of technology and internet safety. Staff complete regular risk assessments of the indoor and outdoor environments, to ensure children's well-being and safety. The manager uses robust recruitment procedures to ensure staff suitability 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:

- consider more closely how to adapt group activities to ensure all children fully engage and benefit from the learning opportunities
- further develop a more focused professional development programme to raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY491065
Local authority	Wigan
Inspection number	10280434
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	15
Number of children on roll	16
Name of registered person	Shovelton, Samantha Louise
Registered person unique reference number	RP908503
Telephone number	07804407919
Date of previous inspection	19 September 2017

Information about this early years setting

Leigh South Community Nursery registered in 2015. The nursery employs five members of childcare staff. The provider manages the nursery, and she holds an appropriate early years qualification at level 4. Three other staff hold relevant qualifications at level 5 and level 3, and there is one apprentice. The nursery opens each weekday during term times, sessions are from 9am until midday, from midday until 3pm and full day sessions from 9am until 3pm. It 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 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 her evaluation of the provider.
- The inspector and owner completed a learning walk where they discussed how the provision was organised.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with the owner.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.

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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