

Inspection of Higher Folds 2 Year Olds

Higher Folds Community Centre, Stirling Close, Leigh WN7 2UB

Inspection date: 22 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children develop strong, nurturing relationships with staff at this warm and welcoming nursery. Staff ensure children feel safe and secure from the moment they settle in. This helps them to become confident learners. Before children start at the setting, staff visit children and their families in their homes. Staff use the information they gain during discussions with the parents at the home visits to help new children to settle. Staff have high expectations of children, which helps children to progress well from when they start. Children establish their sense of themselves and build confidence. They make their own choices. For example, they select from the wide range of learning activities available.

Children's personal, social and emotional development are very well supported. Staff are warm and nurturing. They provide reassurance and comfort to children when they become upset, encouraging them to explore their emotions by talking to them about their feelings. Children have good opportunities to develop their physical skills. For example, they confidently learn about the different ways they can move their bodies in yoga and football classes. Staff are positive role models. Children are polite, behave well and respect each other. Children play happily together and share and take turns patiently.

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

- The management team and staff demonstrate a strong commitment to continually raising the standards of care and learning for children. They carefully evaluate the provision and recognise the importance of high-quality training. They provide strong and supportive direction for their staff team. They work closely, with support and guidance from the local authority, and seek the views of parents. They are committed to providing an inclusive environment, where all children and their families are welcomed.
- The manager prioritises building lasting community links between families and the setting. Partnerships with parents are a strength. Children and their families are made to feel part of the Higher Folds nursery 'family'. Consequently, the setting is an integral part of the community and children feel like they belong, which means they are more comfortable and able to learn.
- Staff know the children very well and talk confidently about their levels of progress. Staff interact positively with children to engage them and extend their learning. For example, as younger children sing on the swing, staff push them and join in with the songs. Staff aim to provide one-to-one support for children and ensure that activities are adapted to enable all children to take part fully. However, at times, children are not all motivated and engaged as well as they could be within group activities.
- The support in place for children with special educational needs and/or

disabilities is excellent. Leaders are relentless in their pursuit of removing barriers to learning. Children's progress is reviewed at least termly. Screening of children's early communication skills supports in early identification. Staff work tirelessly with many external agencies. They understand the importance of smooth transitions, and work closely with the local school to ensure children are supported in their next stages in learning.

- Overall, all children are engaged in the learning opportunities that staff carefully plan for them. However, staff do not yet use consistent and effective techniques to support all children during changes in routine. As a result, children do not fully understand what is expected of them and can become unsettled.
- Staff promote children's good health. Children learn about and can recognise what are healthy and non-healthy foods and talk to staff about the differences. They understand the importance of regular physical activity and benefit from weekly swimming lessons. Furthermore, they know why they should look after their teeth. This helps provide children with a consistency of care.
- Children are confident as they explore the well-resourced indoor and outdoor environments. For example, they demonstrate their physical ability as they manoeuvre balance bicycles and navigate around obstacles. Staff understand the importance of developing children's small-muscle skills. They model using a paintbrush to make long brush strokes. Children use dough daily to squeeze and manipulate. This supports children's next steps in writing.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are highly prioritised throughout the provision. The managers and staff have a secure and confident knowledge and understanding of all safeguarding and child protection policies and procedures. This includes having a good awareness of the signs and symptoms of abuse to be vigilant for. They know who they would contact to seek advice and how to raise and follow up potential concerns in different circumstances. This includes knowing how to manage any allegations against staff. Staff understand the importance of daily risk assessments to ensure that children are safe in all areas of the provision. There are robust procedures in place for reporting accidents and incidents.

What does the setting need to do to improve?

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

- support staff more closely in adapting group activities to ensure that all children, particularly quieter children, can fully participate and engage in activities to further build their learning and confidence
- review changes in routine and transition times, particularly during lunchtime, to ensure all children know what is expected of them.

Setting details

Unique reference number	EY475547
Local authority	Wigan
Inspection number	10295520
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	39
Name of registered person	Higher Folds Community Centre (Leigh) Ltd
Registered person unique reference number	RP533507
Telephone number	01942 674548
Date of previous inspection	14 December 2017

Information about this early years setting

Higher Folds 2 Year Olds registered in 2014. The nursery opens Monday to Friday, during term time only. Sessions run between 8.45am and 3pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs eight members of staff. Of these, two hold appropriate early years qualifications at level 5 and three hold appropriate early years qualifications at level 3 and 2.

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 the evaluation of the provider.
- The manager and inspector conducted a learning walk of the setting and discussed the intent and implementation of the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector and manager carried out a joint observation of practice.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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