

# Inspection of Little Achievers Day Nursery

Chatburn Road, Ribbleton, Preston, Lancashire PR2 6BJ

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Inspection date: 25 July 2023

**Overall effectiveness** **Good**

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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 are happy and safe in the nursery. They are warmly welcomed by caring staff who know them well. Children understand the routines of the day, which helps them to settle quickly. Children listen to staff, follow instructions and behave well. They learn to take turns with their peers. For example, children wait their turn to cut up their fruit at snack time. Children are helpful towards their friends as they fasten each other's coats ready for outdoor play.

Children make their own choices about the activities they want to engage in. Young children enjoy playing with their friends in the sandpit. Older children spontaneously go on bug hunts, using magnifying glasses and pots to examine what they find. Staff skilfully engage children in learning. They take time to learn about children's interests and use these to support their development. For example, when children like particular stories and characters, staff add themes to the environment to create areas of interest. This helps to keep children motivated in their learning.

Children are engaged in their work and play. They confidently remember what they have been taught. For example, they talk about the seeds in their apples and suggest that they could plant these in the nursery garden to grow a tree.

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

- Children are well prepared for the next stage of learning. For example, pre-school children visit the local school to attend assemblies, which helps them to become familiar with their new environment. Staff also prepare children well by ensuring they have the skills they need, such as confidence and a can-do attitude. This enables children to have a smooth transition and be emotionally ready for the move.
- Staff encourage children to eat healthily. Parents also receive information from the nursery to support healthy food choices. Staff also encourage children to select the healthier options in their lunch boxes. This supports children to understand how to make healthy food choices.
- Children are provided with plenty of opportunities to practise their physical skills. They run around outside and improve their coordination as they balance on the climbing equipment and ride wheeled vehicles. In addition, children attend regular swimming lessons to support their water confidence and physical exercise. This also helps to build their stamina.
- Staff build strong relationships with families. They share information on a daily basis, both verbally and through an online system. Parents comment that the nursery is like 'one big family'. They know how their children are progressing and feel well informed about events at the nursery. Managers provide home-

learning packs so parents can support children's learning at home.

- As children play, some staff introduce new and interesting words to extend children's language skills. For example, children learn the word 'detective' as they take part in a bug hunt. However, this practice is not consistently implemented to ensure that all children's vocabulary skills are extended even further. For example, staff do not always teach children the names of objects that they are playing with, such as petri-dish and magnifying glass. Furthermore, staff often ask children questions that require only one-word responses and, at times, they respond for them. This does not then give children the opportunity to think critically.
- At times, children have some opportunities to develop their independence. However, this is not promoted as well as it could be. For example, staff are eager to help children to wash their hands and put on their coats. Furthermore, staff build towers with bricks for children rather than encouraging them to do it for themselves. This means that not all children's independence skills are consistently supported.
- Staff become engaged in children's play. They know the children well and recognise what they need to learn next. However, on some occasions, the manager's intended curriculum is not always implemented by staff. For example, staff focus less well on the needs of children as a group. This means that they are not always clear about what they want children to learn during group activities.
- Managers are aware of their strengths and areas for improvement. They have a clear ambition about their curriculum approach. However, this is in the early stages and is not fully embedded.

## Safeguarding

The arrangements for safeguarding are effective.

The manager implements safer recruitment procedures when employing new staff. Staff are vetted and references checked before they are allowed to begin their employment. This helps to ensure they are suitable to care for children. All staff receive safeguarding training and the manager ensures their knowledge is up to date by providing short quizzes to test their knowledge. Staff know what actions to take if they have any concerns about children's welfare. Safe sleeping routines are followed, which ensures the safety of children and babies while they are sleeping. Staff understand the accident reporting procedures and know their responsibilities. The whole staff team has completed paediatric first-aid training and the nursery has gained the Millie's Mark accreditation.

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

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

- improve staff knowledge and practice of how children learn language so that children can build on their vocabulary
- provide opportunities to encourage children's independence
- support staff to have a clearer understanding of the curriculum intent, so that their teaching consistently focuses on what they want children to learn.

## Setting details

<b>Unique reference number</b>	EY272198
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10289390
<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>	1 to 10
<b>Total number of places</b>	89
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Rosy Apple Childcare Limited
<b>Registered person unique reference number</b>	RP900898
<b>Telephone number</b>	01772 704 664
<b>Date of previous inspection</b>	23 November 2017

## Information about this early years setting

Little Achievers Day Nursery registered in 2003. It is situated in Preston. The nursery employs nine members of staff. Of these, two hold a childcare qualification at level 6, one holds a level 5, one holds a level 4, three hold a level 3 and two hold a level 2. The nursery opens from Monday to Friday, all year round with the exception of bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lisa Oakley

## 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 their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 spoke to the inspector during the inspection.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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