

# Inspection of Progressive Childcare @ Wheelton Nursery

Heapey And Wheelton Village Hall, West View, Chorley, Lancashire PR6 8HJ

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Inspection date:

11 September 2023

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## **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

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children make some progress in their development at this nursery. Staff provide a well-resourced environment, meaning children have access to a range of experiences. However, leaders have not communicated effectively with staff about what they want children to achieve and how they are going to do this. Consequently, the quality of education is variable and lots of the learning is incidental. Furthermore, sometimes interactions lack focus. This means all children do not progress as well as possible.

Nevertheless, children are excited to arrive at this homely nursery. Staff are caring and nurturing in their approach and children have clear bonds with their key person. Children enter eagerly and twirl around together in dressing-up clothes. They ask staff to put on their favourite songs and dance and giggle. Children hold the hands of staff and laugh together as they sing 'Row, row, row your boat'. Children feel safe and secure.

Staff model positive behaviours, such as encouraging the use of manners. Children share resources with minimal adult support. Children demonstrate kind behaviours as they invite others into their play and value their friends' ideas. At mealtimes, children remind their friends to use their manners when they hand out plates. Children know and understand the expectations and follow these well.

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

- Leaders recognise the journey they are on. When leaders work directly with children, the quality of practice is remarkably better. The provider has been dealing with recent staffing changes and has appointed a new manager. The manager is suitably qualified and experienced. However, the provider has failed to notify Ofsted of changes to the manager, which is a breach of a requirement. That said, the provider ensures staff suitability is assessed, meaning there is no negative impact on children's safety.
- Leaders ensure staff receive training to help them in their roles. However, the monitoring from leaders has not been effective in ensuring this support is targeted to raise the quality of practice to a consistently good level. For example, staff take on more of a supervisory role as children play. This means that children's learning is not extended to allow them to make the best possible progress. Furthermore, staff do not consistently implement procedures as leaders intend, such as ensuring risks are identified in the environment. The quality of practice and education is variable.
- Staff know children well and talk positively about their unique qualities. However, they do not respond to learning opportunities as they arise. For example, as children show an interest in having a 'tea party' outside, leaders

have to step in to embrace these opportunities. Children then extend their play by making 'broccoli soup' and 'pancakes' in the mud kitchen. They then enjoy a 'tea party' together in the tent. Children are proud of their achievements and share with staff that they are good at making food for the tea party.

- Children are provided with some opportunities to promote their early literacy development. Children and staff cuddle up together to enjoy stories and children carefully turn the pages. Staff pause and allow children to talk about the pictures and talk to children about things, such as recycling. However, at times, staff do not recognise when children lose interest and do not adapt their approach. Furthermore, leaders have not provided all staff with training to ensure they accurately pronounce the sounds that letters represent when modelling this to children. This does not prepare children for the next stage in their learning.
- Staff support children to develop their mathematical knowledge through everyday play. For example, as children paint, they count the drips of paint. As children find a ladybird, they encourage them to count the spots. Children confidently match keys numbered to five to the correct door on puzzles. They show great pride as they open each door. Children are developing an understanding of numbers and counting.
- Staff provide some opportunities to support children's independence skills. Staff encourage children to give out plates and drinks at mealtimes. Children confidently wash their hands and dress up in their favourite dressing-up outfits. When children finish activities, they hang up their own aprons. However, on occasions, staff take over activities rather than allowing children the opportunities to explore independently. This results in children losing concentration and wandering off.
- Children have opportunities to learn about nature. They explore sunflowers in the garden and talk about how tall they have grown. As children find a spider, staff share facts about spider eggs. Children watch staff carefully as they transport the spider to a safer place. These experiences help children to understand the importance of caring for living things and develop an understanding of the wider world.
- Parents speak highly of the staff. They state that their children enjoy attending and are well cared for. However, parents are not provided with information regarding their children's next steps and how to extend this learning at home. This does not support all children to make the progress that they are capable of.

## Safeguarding

The arrangements for safeguarding are effective.

All staff are trained in safeguarding and demonstrate an adequate understanding of the signs that a child may be at risk of harm. They are aware of safeguarding reporting procedures, including the action to take in the event of them having a concern about a fellow staff member. Leaders follow robust recruitment procedures to check staff suitability to work with children. There is a clear procedure for visitors and the site is secure. Staff supervise children well, including when they are eating, and ensure fruit is cut into small pieces to minimise the risk of choking.

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

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

	<b>Due date</b>
implement a curriculum that is ambitious, well sequenced and has a clear intent for what children will learn	09/10/2023
improve staff professional development to precisely target support and coaching to support staff to implement a focused and ambitious curriculum	09/10/2023
ensure that all staff consistently implement policies and procedures to identify and minimise minor risks in the environment.	09/10/2023

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

- improve the quality of staff interaction with children so they are consistently effective in extending children's play and learning
- extend opportunities for parents to contribute towards children's learning and support them in how to extend this at home.

## Setting details

<b>Unique reference number</b>	EY496782
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10308850
<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>	2 to 10
<b>Total number of places</b>	46
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Progressive Childcare Ltd
<b>Registered person unique reference number</b>	RP903061
<b>Telephone number</b>	01254832120
<b>Date of previous inspection</b>	19 February 2018

## Information about this early years setting

Progressive Childcare @ Wheelton Nursery registered in 2016 and is situated in Chorley, Lancashire. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday from 7.45am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also provides out-of-school care before school and during some holidays.

## Information about this inspection

### Inspector

Rebecca Weston

## 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 leaders and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Children and staff communicated with the inspector and the inspector took account of their views.
- The inspector observed the quality of interactions between staff and children.
- Parents shared their views on the setting with the inspector.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- The inspector spoke with the provider about the leadership and management of the nursery.
- The manager, provider and the inspector carried out joint observations together throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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