

# Inspection of Little Achievers Nursery in the Park

Park Childrens Centre, Barnes Road, SKELMERSDALE, Lancashire WN8 8HN

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Inspection date: 5 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Staff understand the importance of building strong and meaningful relationships with children. Staff take the time to develop positive relationships with children. Consequently, children are confident to explore the environment and engage fully in their learning. Babies happily go to staff for comfort and reassurances when new people are in the room. Ultimately children feel safe and secure in their surroundings. Children are inquisitive. They confidently talk to the inspector to find out what she is doing.

Staff are generally ambitious for children and want them to succeed. They know when to step in to provide additional support. For example, staff help the children to build complex towers out of large building blocks. This helps children to persevere and achieve their personal goals. Children develop a love of reading from an early age. This is because staff regularly read stories to them. Staff show children that books can be used to explore ideas and gather information as well as reading for pleasure.

Staff support children to develop their independence skills from an early age. Children confidently put on their coats, attempt to fasten them, and help tidy away the resources. Staff help children to develop their self-care skills. Children see to their own toileting needs, pour their own drinks and help to prepare snacks. This enables children to prepare for the next stage in their learning.

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

- The managers and staff demonstrate the passion and determination to make further improvements. For example, they are in the process of reorganising some rooms to enhance the learning opportunities available to children. Managers have carefully considered the needs of the children and consulted with staff. This ensures that the needs of individual children are met.
- The managers and staff have created a balanced and sequenced curriculum which is designed to support children to build on prior learning. However, occasionally, some staff do not consistently implement the ambitious intentions through all aspects of children's learning experiences. Consequently, at times, some children do not engage fully with the experiences and move on quickly.
- Staff are skilled communicators. They regularly introduce new words to children, such as 'dab', 'sprinkle' and 'squeeze', to extend children's vocabulary. Staff use repetition effectively to help children use new words and to understand their meaning. For example, staff say 'dab, dab, dab' when babies are painting to describe what they are doing. This supports children's acquisition of language.
- Staff have generally high expectations for children's behaviour. They communicate with children the setting rules and expectations. Consequently,

children learn to share resources and to take turns. However, staff do not always effectively explain to children why the rules and expectations are in place. Therefore, some children do not always learn how their behaviour impacts others around them.

- Staff make learning about mathematics fun. They use exciting activities, for example using candles to help children to count, identify numbers and talk about more and less than. Staff use songs and rhymes to introduce younger children to counting. Consequently, children develop an awareness of early mathematical concepts that support future learning.
- Staff show children how to pull themselves up on furniture to practise their walking skills. Older children learn to use large apparatus, for example climbing frames and wheeled resources, with control. Babies giggle in delight as they fill buckets and tip them over to make sandcastles. This helps children to strengthen their muscles and develop coordination.
- Staff help children to develop an awareness of good hygiene and health. Children know to wash their hands before meals and after going to the bathroom. Staff carefully guide discussions at lunchtime about healthy eating and oral health. Children actively engage in these discussions, which prompts their thinking on how to remain healthy.
- Staff build strong partnerships with parents. Parents are well informed and included in their children's learning. Staff collaborate with professionals to support children with special educational needs and/or disabilities (SEND). This helps children to get the right support. Partnerships with schools support the transition process for children moving into the next stage of their learning.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff give safeguarding the highest priority. They work collaboratively with other agencies to help keep children safe. Staff training is current and means staff are fully aware of the action to take if they have concerns about a child or a colleague's welfare. Robust recruitment procedures mean children are looked after by suitably vetted adults. Risk management strategies are secure. Children learn to keep themselves safe. For example, staff teach children about fire safety and how to use equipment, such as scissors, safely.

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

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

- strengthen the curriculum so that it is ambitious for all children continuously and meets their needs
- support staff to have a consistent approach in managing children's behaviour.

## Setting details

<b>Unique reference number</b>	EY432679
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10312791
<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>	0 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Rosy Apple Childcare Limited
<b>Registered person unique reference number</b>	RP900898
<b>Telephone number</b>	01695 557 320
<b>Date of previous inspection</b>	4 October 2018

## Information about this early years setting

Little Achievers Nursery in the Park registered in 2011. The setting employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, six at level 3, one at level 5 and one at level 6. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Chris Scully

## 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 managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- A joint observation was carried out by the inspector and deputy manager.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke to the children, to find out about their time at the setting.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

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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