

Inspection of Piglets Corner

Mendell Primary School, Allport Lane, Wirral CH62 7HN

Inspection date: 7 March 2024

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

The manager and staff create an exciting learning environment, which creates a hive of activity for children. Staff provide children with a range of activities that ignite their interests. As a result, children are quickly engrossed in their play and learning. This helps children to develop good attitudes to learning. Staff interact well with children and give them lots of attention. This helps children to feel settled and contented.

Staff create a language-rich environment. Stories and songs are integral to everything that they do. Children eagerly rush in on arrival and pick up a favourite book to read. Staff skilfully introduce words from stories, such as 'squash' and 'squeeze', into children's activities. For example, as children make dough they use these words to describe what they are doing.

Staff are ambitious for children and want them to succeed. They know when to step in to provide additional support. For example, staff help children identify the right tools to fill the tubs with porridge. Children beam in delight when they succeed. Staff have realistic aspirations for children's behaviour. They help children to learn to take turns and share resources. Staff place a strong emphasis on helping children to gain their independence. For example, staff help children to develop their self-care skills. As a result, children confidently see to their own toileting needs, pour their own drinks and put on their coats. This helps to prepare children for the next stage in their learning.

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

- The manager and staff have a clear curriculum intent, which sets out what children need to learn, how and in what order. However, this is not always implemented in practice. For example, during circle time, staff encourage all children to take part in counting activities. This is a little too advanced for some children and does not build on what they know and can do. As a result, some children become overwhelmed and disengaged.
- Staff provide a wide range of activities that sparks children interest and builds on their learning. Children talk animatedly with their friends and staff as they make dough to create the 'Mad Hatter's Tea Party'. They carefully scoop flour into the bowl and estimate how much water they will need. Children use a range of kitchen utensils to mould, cut and shape the dough. Children revisit and practise these skills as they use a knife to butter their crackers at snack time.
- There is a strong focus on supporting children's communication and language development. Staff are skilled communicators, who engage in meaningful discussions with children. For example, staff ask children what they need to do to make pretend porridge. This generates a wealth of interesting conversations.

Furthermore, this creates opportunities for children to use new vocabulary, such as 'sticky, gooey' and 'texture'.

- Children freely access books and sit with their friends, reading. They enjoy listening to stories, which staff read with enthusiasm. Staff give silent pauses as they read, which enables the children to join in with familiar phrases, such as 'but it was too hot!' This helps children to develop a love of reading.
- Mathematics is firmly embedded into daily routines and activities. Children count confidently and use mathematical language in their play. For example, children explain to staff that they need to find a bigger spoon to scoop the mud as the one they have is too small.
- Children develop confidence in their abilities and demonstrate a 'can-do' attitude. They show determination when attempting to get the hula hoop to roll back to them and cheer in delight when they succeed. Staff help children learn to manage risks as they safely clamber over the climbing frame and use wheeled resources. Consequently, children have confidence in their own abilities.
- Support for children with special educational needs and/or disabilities (SEND) is effective. Staff collaborate with parents, other agencies and professionals to ensure children get the help and assistance they need. This means children with SEND make steady and sustained progress.
- Children are well behaved and show kindness to their friends. For example, they save a seat for their friends at snack time and help them to retrieve a cup from the mug tree. Children have a clear understanding of the setting's rules. They gently remind their friends that 'we don't run inside'. Children take turns with resources and show respect for their friends.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 consistently meets the individual needs of the children.

Setting details

Unique reference number	EY499745
Local authority	Wirral
Inspection number	10312101
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	48
Name of registered person	Goulding, Emma Marie
Registered person unique reference number	RP906417
Telephone number	07595822683
Date of previous inspection	20 April 2018

Information about this early years setting

Piglets Corner registered in 2016. It is situated in Mendell Primary School, Allport Wirral. The nursery employs eight members of childcare staff. Of these, two members of staff hold a level 2 qualification and six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 9am to 3pm.

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 manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- 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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