

Inspection of Nature Trail Nursery

1 Botany Brow, CHORLEY, Lancashire PR6 0JN

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

Children enter the nursery happily, eager to start their day and meet their friends. Staff place children's needs at the heart of their practice and know children's individual needs well. Children who have recently started at the nursery are well cared for, as staff provide reassurance and comforting cuddles. Children choose their own resources and happily play with their peers. They demonstrate that they are happy and settled.

The curriculum is well thought out and is based on supporting children's interests through play and imaginative experiences. For example, babies explore sensory resources as they build their knowledge of the world. Toddlers enthusiastically scoop and pour dried rice into the leaves of a large pineapple as they talk about exotic fruits. Pre-school children use dough to make rainbow fish and decorate them in a variety of sparkly collage materials.

Staff are positive role models. They encourage children to attempt new things and praise them for trying. Children relish the attention given by staff and are very happy to involve staff in their play. Children exhibit good listening and attention skills. For example, toddlers sit with their legs crossed and listen carefully to a favourite story. Children share resources and initiate their own play. For example, children in the pre-school room enjoy playing with a variety of dinosaurs, making them roar and stomp as they develop their imaginations.

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

- The curriculum gives children opportunities to repeat things, develop their understanding and establish new knowledge. However, at times, particularly when children are working within a group, staff do not consider the individual learning needs of all children. This results in some children losing focus and becoming distracted. This means that they do not get as much learning as possible out of each activity.
- Staff promote children's communication and language well. For example, children in the baby room enjoy songs and rhymes, and children in the toddler room enjoy familiar stories. Staff in the pre-school room ask children questions to promote speaking. However, at times, staff do not model language correctly and abbreviate words. This means that children do not hear the correct pronunciation of words to support their language skills.
- Children with special educational needs and/or disabilities are supported well. Staff quickly identify when children need additional support and do all they can to help every child achieve their very best. Children who are in receipt of additional funding are supported well. Staff carefully consider the needs of each child and identify ways that funding can be spent to maximise the benefit for

children. These strategies help to support all children to make good progress.

- Staff support children to understand inclusion and diversity through a range of imaginative ways. For example, children visit residents at the local care home and taste different foods in cooking sessions offered by the nursery cook. Staff carefully consider how they can support children's emotional well-being. For example, families access recordings of staff reading bedtime stories and children are given extra support if there is a new baby at home. This helps children to feel secure and happy.
- Established parent partnerships are in place. Staff work hard to engage parents and work alongside them for the benefit of children. For example, they offer a book lending library and hold stay-and-play sessions for dads and afternoon teas for mums. Parents are very complimentary about the care their children receive. They share that 'staff go over and above' and that they 'never worry about leaving their child in the care of staff'. These partnerships help to build a consistency of care for children.
- The setting is proactive in making partnerships with other professionals. For example, it invites teachers into the nursery when children are transitioning to school, works alongside health visitors and receives support from advisers from the local authority. These partnerships help staff to build their knowledge of how best they can support children's overall development.
- Leadership and management are strong. Senior leaders support staff morale and promote professional development. Staff share that they feel supported by leaders and their mental health and welfare are considered. New staff have thorough inductions and receive coaching. Staff attend regular team training. This helps all staff to share the same vision and understand children's care and learning needs.

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:

- enhance the organisation of group activities, to ensure that all children are actively engaged in the activity and benefit from the learning experience
- ensure that staff consistently model the correct vocabulary for children, so that children hear the correct pronunciation of words to support their communication and language skills to the highest level.

Setting details

Unique reference number	EY497039
Local authority	Lancashire
Inspection number	10317155
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	69
Number of children on roll	42
Name of registered person	Nature Trail Nursery Ltd
Registered person unique reference number	RP901381
Telephone number	01257 469202
Date of previous inspection	16 May 2018

Information about this early years setting

Nature Trail Nursery registered in 2016. The nursery employs 10 members of childcare staff, including the manager. Of these, eight hold appropriate early years qualifications ranging from level 2 to level 6. Two staff are unqualified. The nursery opens from Monday to Friday all year round. 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

Elisia Lee

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 manager joined the inspector on a learning walk and spoke to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager, area manager and directors about the leadership and management of the nursery.
- The inspector carried out two joint observations with the manager.
- Parents shared their views of the nursery with the inspector.
- 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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