

Inspection of Townley House Nursery

Townley House Nursery, 60 Wateringpool Lane, Lostock Hall, Preston PR5 5UA

Inspection date: 3 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children beam from ear to ear as they arrive at this warm and welcoming setting. They consistently demonstrate the loving bonds that they have with the nurturing staff who care for them. Staff offer comforting cuddles and an abundance of praise to children. They often express to children how proud they are of their achievements. Parents feel that staff go above and beyond to ensure that their children feel safe, secure and understood. Children of all ages thoroughly enjoy their time at this setting.

Children benefit from a curriculum that has been carefully designed to extend their learning through rich and varied experiences. Staff pose questions that promote children's curiosity and provide clear explanations as children recall their previous knowledge. As children look at a map, they recognise England's flag. Staff support them to identify that an island is land that is surrounded by water. Children enthusiastically recall having newly hatched chicks at the setting and growing vegetables outside. Children make good progress in all aspects of their learning.

The setting has high expectations of children's behaviour. Staff model positive, respectful behaviours that children then mirror in their own interactions with others. As children sit together to eat lunch, they take turns in conversations. They respond positively as their friends share stories about their pets at home, their recent experiences and their differing interests. Children behave well and are respectful of each other's views.

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

- The setting supports children well to develop their communication skills. Children are exposed to a range of words as staff read stories aloud and sing songs. Staff hold meaningful two-way conversations with children throughout the day. They respond to cues from children as they introduce new vocabulary. For example, as babies point to the sky, staff use words such as cloud and sun. Children make good progress in their language development.
- The setting has a particular strength in promoting children's mathematical knowledge. Staff skilfully weave mathematical language into their interactions with children. As children roll dough into different shapes, staff introduce the names of shapes such as oval and compare their sizes. Children have many opportunities to practise using their mathematical skills. They confidently count and match quantities to numbers. Children notice that there are three objects on the number 5 and say 'we need two more!'. Children have a secure understanding of early mathematical concepts.
- Children's physical skills are developing well. The setting carefully plans activities that builds on what children know and can do over time. For example, children

are taught how to use scissors with increasing accuracy. Staff model to babies how to pour water and scoop sand. Children strengthen the small muscles in their hands as they draw, write and build. Staff effectively support children to make good progress in their physical development.

- Children with special educational needs and/or disabilities are supported well at this inclusive setting. Staff work closely with parents and other professionals to ensure that children's individual needs are understood and met. Children who need extra support receive targeted help from the skilled, knowledgeable staff. All children make good progress from their starting points.
- The setting provides children with experiences that promote learning in all aspects of their development. Overall, staff use their interactions with children well to build on their knowledge and skills. They ask questions to extend children's thinking and encourage all children to join in. However, at times, staff focus their attention on children who are more forthcoming. This means that, on occasions, staff do not identify when quieter, or less confident, children need further support to extend their learning or to remain engaged. On these occasions, staff do not ensure that all children get the same benefit from staff's expertise in extending their learning.
- The health and well-being of children is prioritised. The setting provides children with home-cooked, nutritious foods. Staff encourage children to eat vegetables and discuss the health benefits of this. They teach children about the importance of good hygiene practice. For instance, staff are vigilant in wiping children's noses and ensuring that babies do not drink from another child's cup. Older children remind their friends to wash their hands thoroughly after using the toilet. Children are learning how to look after their bodies.
- The setting is committed to helping staff develop their knowledge and expertise over time. Leaders ensure that staff access a broad range of professional development opportunities. Staff feel that their well-being is supported. The support for staff ensures that the setting's good standards are maintained.

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 staff's understanding of how to identify when quieter, or less confident, children need further support to extend their learning or to remain engaged.

Setting details

Unique reference number	2691127
Local authority	Lancashire
Inspection number	10342825
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	56
Name of registered person	Townley House Nursery Limited
Registered person unique reference number	2691123
Telephone number	01772 510499
Date of previous inspection	Not applicable

Information about this early years setting

Townley House Nursery registered in 2022 and is located in Preston, Lancashire. The setting employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. 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
Liz Dayton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- 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 about what they enjoy doing at the setting.
- 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.
- Parents shared their views of the setting with the inspector.
- 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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