

Wild Adventurers Nursery

Astley Village Community Centre, Hallgate, Chorley, PR7 1XA



Inspection date

11 May 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
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	Previous inspection:	Not applicable	
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Effectiveness of the leadership and management		Good	2
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Quality of teaching, learning and assessment		Good	2
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Personal development, behaviour and welfare		Good	2
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Outcomes for children		Good	2
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Summary of key findings for parents

This provision is good

- Managers and leaders are ambitious for the success of the nursery. Incisive self-evaluation contributes towards the continual range of new and exciting experiences that children receive. Parents are very complimentary. They comment that, 'Managers and leaders are enthusiastic, innovative and always thinking outside of the box'.
- Staff provide a great deal of comfort and reassurance to children. Novel ideas, such as providing special boxes with family photographs and favourite items from home help to reduce anxiousness when children first start and following any holidays. This contributes towards children feeling happy, settled and assured.
- Staff help children to connect with the natural world. Unique experiences, such as toasting bread on an open camp fire and using real-life tools and natural materials to design and create, contribute towards children managing risks with confidence.
- Staff are calm, sensitive and consistent in their approach to behaviour management. Their timely and supportive interventions help children to identify ways to resolve their own conflicts and to find a compromise during play. Children are considerate of others.

It is not yet outstanding because:

- Although systems to monitor staff performance are in place, these are not robust enough to provide a sharp focus on enhancing teaching practice to the highest levels.
- Staff do not use precise methods to track the progress that specific groups of children are making in order to identify, link and support any less obvious gaps that emerge to help all children make rapid progress.

What the setting needs to do to improve further

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

- strengthen systems for supervision and focus more precisely on monitoring individual staff practice more rigorously and consistently to apply a sharper focus on providing teaching that is of the highest quality
- use more rigorous and precise methods to track, analyse and link the progress that specific groups of children are making and utilise this information more effectively to help advance outcomes for all children to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager during a planned activity outdoors.
- The inspector looked at evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety documents, children's learning files and the provider's self-evaluation documents.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and leaders consider all aspects of children's safety and welfare in their everyday policy and practice. All staff have a good understanding of child protection procedures. Risks assessments are detailed. Effective communication methods help to ensure that children understand safety boundaries and remain accounted for during play in woodland areas. Recruitment and induction procedures are robust. The well-qualified staff team works together seamlessly. Staff access customised training that supports children's current learning styles. For example, following children's repeated movements in play, such as transporting and enveloping, staff have conducted their own research into different theoretical approaches, to further enhance children's schematic play.

Quality of teaching, learning and assessment is good

The well-qualified staff tune into what children know and enjoy. They plan challenging and inviting activities that engage children's interests and support what they need to learn next. For example, children delight in experiences, such as painting rocks. Staff's effective interventions provide children with opportunities to use tools for a purpose and to explore colours and how these can be changed. Innovative daily experiences, such as physical activities using dough, help children to adopt active lifestyles and build up the muscles in their hands and fingers to aid good early writing skills. Partnerships with parents are good. Staff are quick to provide meaningful home learning ideas, such as a recipe for dandelion soup, to build on the interest in flowers that children initiate at nursery.

Personal development, behaviour and welfare are good

Children form secure attachments with their key person. Staff value each and every child and help them to celebrate significant events, such as birthdays. This helps children to learn that they have similarities and differences that connect them to and distinguish them from others. Staff are responsive to spontaneous events that occur. For example, in response to a passer-by saying 'good morning' to children as they walk past the outdoor area, staff encourage them to return the polite gesture. This helps children to adopt friendly and respectful attitudes. Enhanced play areas, such as the role-play dental surgery, are used well to help children adopt good oral health routines. Staff form good links with teachers from school to help prepare children for their move.

Outcomes for children are good

All children make good progress and gain the key skills they require for their next stages of learning, including school. Babies express a desire to explore and investigate. Children who speak English as an additional language communicate confidently and fluently. Young children move with pleasure and confidence. For example, they demonstrate good physical skills when stepping from one numbered log to another and balance along beams with care. Older children create representations of events based on their own experiences and show a willingness to complete simple tasks independently.

Setting details

Unique reference number	EY499035
Local authority	Lancashire
Inspection number	1052291
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	32
Number of children on roll	23
Name of registered person	Deborah Carling
Registered person unique reference number	RP901052
Date of previous inspection	Not applicable
Telephone number	01257260377

Wild Adventurers Nursery registered in 2016. The nursery employs five members of childcare staff. Of these, two hold relevant qualifications at levels 2 and 3. The manager and deputy manager both hold qualified teacher status and early years teacher status. The nursery opens Monday to Friday from 8.30am until 3.30pm, during term time. The nursery provides funded early education for two- three- and four-year-old children.

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