

# Inspection of Whitefriars Childrens Nursery Ltd

Whitefriars Nursery, 1 Hill Road, Preston, Lancashire PR1 9XH

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Inspection date: 5 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive in this welcoming and supportive nursery. Their safety and happiness are a priority for the staff caring for them. Children benefit from a well-sequenced curriculum that is individually tailored to support each child from the time they start. Transitions as children move from one room to another are particularly supportive. The experienced and consistent staff team work closely to help children to move confidently onto the next stage in their learning. Staff have high aspirations for all children, including those with special educational needs and/or disabilities. They provide support and encouragement to help to ensure that every child gets a good start in their education.

Children engage well during their play and learning. They become confident, curious learners who are keen to explore the very appealing and accessible learning environment. The curriculum for outdoor learning is very strong, and children excitedly investigate the natural environment. Children practise and refine their physical skills in the digging area. They play imaginatively in the mud kitchen, selecting herbs to add to their potions or imaginary meals. High-quality sensory play opportunities encourage children to explore and discover new smells and textures as they play. Children are eager to talk about what they are learning. Mathematical concepts are skilfully woven into everyday activities. Children use mathematical language with increasing accuracy, for example, when considering the height, size, and shape of the carrots that they have grown. Children behave well and achieve high levels of independence.

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

- The management team is clear about how the curriculum should be taught. They fully understand that what children are taught in the early years will help them to be successful in their future learning. Leading by example, they work closely with staff. Overall, they provide well-targeted support to help staff to improve their teaching skills and extend their professional knowledge.
- The curriculum for communication and language is strong. Staff monitor the progression of children's speech closely. They model language and introduce new words to extend children's vocabulary. In the main, staff talk precisely. They encourage children to respond in sentences, and correct mispronunciation sensitively. Staff are less confident in helping children who are ready to learn more to develop their awareness of the sounds that letters make, in order to support later reading.
- Children are interested in books and the written word. They listen intently to stories and are learning that print carries meaning. Children are well supported to develop dexterity and acquire the skills they need for eventual handwriting. They enjoy making marks for a purpose in all areas of their play.

- Specially trained staff provide well-supervised, quality learning experiences in designated outdoor spaces. Children delight in opportunities to use mud slides and to gather natural materials as they make dens and play with imagination. They learn to problem-solve and how to manage risks as they explore and investigate the natural surroundings.
- Children have some valuable experiences to increase their understanding of the world. They benefit from outings into the local community and visits from individuals who help children to learn more about people who help us. However, opportunities for children to gain a deeper understanding of the lives of others beyond their immediate families and the local community are limited. This means that children are not fully supported to strengthen their understanding of the diversity of life in modern Britain.
- Children are learning about the importance of a healthy lifestyle and how this helps to promote their good health and well-being. They have ongoing opportunities to be physically active and enjoy a wide range of appetising, freshly prepared, healthy meals and snacks.
- Staff fully understand the anxieties that some children experience as they prepare for their move to school. They work closely with the schools that children will attend and prepare them well. Children listen to relevant stories and enjoy dressing up in school uniforms. As they talk to the inspector, they excitedly share photographs of their school and the Reception class teacher.
- Parents comment very positively on the care and quality of education that their children receive. They feel well informed about their child's time and talk positively about the online system and the discussions that they have with staff. Staff routinely share ideas, such as suggesting a maths walk to help parents to enhance children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have completed relevant training and are alert to the possible indicators of abuse. They understand their role and personal responsibility regarding child protection. Staff are clear that they would respond quickly if they had any concerns about a child's welfare. Information is prominently displayed to provide all staff with immediate access to relevant contact details for their local safeguarding partners. Staff implement effective risk assessments to help to ensure that children can move and play safely. They provide appropriate explanations to help to raise children's awareness of how they can keep themselves and others safe. Staff support children well as they start to evaluate and assess risk independently.

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

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

- strengthen the educational programme to deepen children's understanding of the diversity of life in modern Britain
- refine the programme of professional development to develop staff's skills in promoting early literacy.

## Setting details

<b>Unique reference number</b>	EY490668
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10262416
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	40
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Whitefriars Childrens Nursery Limited
<b>Registered person unique reference number</b>	RP910171
<b>Telephone number</b>	01772747943
<b>Date of previous inspection</b>	20 July 2022

## Information about this early years setting

Whitefriars Childrens Nursery Ltd originally registered in 1988 and re-registered as a limited company in 2015. It is situated in Preston, Lancashire. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications ranging from level 3 to level 4. The nursery opens from Monday to Friday, 7.45am until 5.45pm, all year round.

## Information about this inspection

### Inspector

Vickie Halliwell

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The manager and inspector completed two joint evaluations and discussed how the teaching observed extended children's understanding and linked to the learning intentions for the children.
- Discussions were held with parents, the manager, provider and children at appropriate times throughout the inspection.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.

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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