

Inspection of Little Adventurers: Astley Village

Astley Village Community Centre, Hallgate, Chorley PR7 1XA

Inspection date: 22 February 2024

Overall effectiveness	Good
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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 arrive at the setting with a big smile on their faces. They are eager to play with friends and talk to their key people. Staff are positive role models for the children. They talk sensitively to them if they become upset. They help identify quick solutions that will make the children feel better. As a result, children are happy and engaged in their learning.

The curriculum on offer supports children to be independent. Staff celebrate children's efforts to have a go. Babies crawl and pull themselves up, inside and outside, with ease. Older children learn how to put on their own coats and shoes. They enjoy taking the lead in their own play. For example, they decide that they need twigs and leaves to make cottage pie and peas in the mud. Children are developing confidence in their own learning abilities.

Safety is a high priority. A key code system ensures that the community building is safe and secure. As children walk to and from the forest, staff teach them about identifying risks. Children know that when it rains it can be 'slippy' on the path. They learn about road safety as they cross the road to go into the forest area each day. Children are learning how to keep themselves safe.

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

- Children demonstrate a 'can-do' attitude at this setting. Staff build on what children know and can do already. Children learn to be independent in their own learning. Consequently, all children, including those with special educational needs and/or disabilities, make good progress in their learning.
- Staff engage in meaningful conversations with children. They ask the children when walking to the forest what they would like the walking rope to be. Children decide it is a bus. This leads on to them recalling and talking about their experiences of being on a bus. Children are confident to express their ideas and opinions.
- Children have plenty of opportunities to develop physically. In the forest, they pull themselves up onto the hammocks, balance on logs and climb trees. They enjoy kicking and balancing a ball in the outdoor garden area. They are learning to use their bodies in a variety of ways.
- Routines are generally flexible to meet the needs of the children. For example, staff extend creative activities when children want to explore them for longer. However, in the forest when children become too wet, the routine is not adjusted accordingly. As a result, some children become disengaged and start to become cold.
- Children develop good literacy skills. They retell the story of 'The Three Billy Goats Gruff' in detail. They re-enact the story in play as they build bridges for

small animals. Older children practise using their small muscles in their hands and fingers. They manipulate dough and use scissors confidently. These activities support children to become confident readers and writers.

- Staff teach children simple mathematical concepts as they play. For example, they count to five as they giggle and jump off a log. They talk about the 'big' and 'little' worms they see on the path. They make patterns in the clay using a variety of tools and resources. They are learning transferable mathematical skills for later life.
- Children have access to a good range of healthy food and snacks. Overall, hygiene procedures are good. However, in the forest this is not always as well managed. As a result, children pick up food that has fallen on the floor, and babies' bottles cannot always be kept clean.
- Partnerships with parents are strong. Staff offer support for children at home. For example, advice around toilet training has been most beneficial. Parents are also invited to attend forest sessions with their children. This helps to give them the opportunity to be involved in their children's learning.
- Leaders use 'Wisdom Wednesdays' to share good-practice tips with the staff team. Staff tell the inspector that they feel valued and supported in their roles. They say that they enjoy working in the setting. The setting is a happy environment for the children, and this helps them to thrive.

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:

- review snack procedures when outdoors to ensure that children's hygiene needs are fully met
- review outdoor routines so that they are flexible to meet the needs of all children.

Setting details

Unique reference number	2653659
Local authority	Lancashire
Inspection number	10308727
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 5
Total number of places	40
Number of children on roll	19
Name of registered person	Little Explorers Nurseries Ltd
Registered person unique reference number	2544731
Telephone number	07736287244
Date of previous inspection	Not applicable

Information about this early years setting

Little Adventurers: Astley Village registered in 2021. The setting employs five members of staff. Three members of staff hold an appropriate early years qualification at level 3. The setting opens Monday to Friday, all year round, from 7.30am to 6pm.

Information about this inspection

Inspector

Sharon Walton

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 manager and has taken that into account in their evaluation of the nursery.
- 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/communicated with the inspector during the inspection.
- 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.
- The manager carried out a joint observation of a group activity with the inspector.
- The inspector spoke to several parents/grandparents 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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