

# Inspection of Portico Kindergarten

Aughton Town Green Primary School, Town Green Lane, Aughton, ORMSKIRK,  
Lancashire L39 6SF

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Inspection date: 15 November 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

A passionate and highly committed staff team cares for the children. Staff provide a fun and interesting curriculum and create a busy, exciting and nurturing environment for children. This ignites children's curiosity and thirst for learning. Staff take the time to get to know the children. Parents say their children are eager to come to nursery to see the staff and their friends. Staff listen to children and plan activities around their interests. As a result, children are engrossed in the activities about rockets and the book 'Whatever Next!' The children talk about what they are doing and use exciting language such as 'zoom' and 'whoosh' to describe how the rockets move.

Children enjoy the opportunities to work collaboratively with their friends. For example, children offer advice and guidance as they build with cardboard boxes and recycled materials. They cheer in delight when they achieve their goal. Staff build secure bonds with children. This means children have a strong sense of belonging. For example, children go to staff for reassurance when they are unsettled. Overall, children learn to take turns and to share the resources. Staff support children to understand their own feelings and emotions. This builds children's confidence and helps them feel a sense of pride in their achievements. Staff effectively support children to gain independence and self-care skills. Consequently, children confidently see to their own toileting needs and are eager to try things for themselves, such as pouring their own drinks.

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

- The managers and staff have devised a personalised, well-balanced and carefully sequenced curriculum. Effective assessment systems mean staff successfully identify what children know and can do and plan the next steps in their learning. This enables all children to make steady and sustained progress.
- Staff provide children with good levels of praise and encouragement. Overall, staff provide clear explanations to children. This helps them to make friendships, cooperate with others and resolve conflicts. However, there are inconsistencies. For example, staff do not always explain to children why they should not do something or should use 'kind hands'. This does not help children to be able to change their behaviour and understand how their actions affect others.
- Children's communication and language development is a key strength of the nursery. Staff are skilled communicators who use every opportunity to introduce new vocabulary to children. As a result, all children, including those who are nonverbal, become confident communicators.
- Staff foster children's creativity and imagination. Children delight in moulding dough and use a variety of resources to create their 'aliens' and 'rockets'. They use glue sticks and tweezers with increasing control to attach the pom-poms and

glitter strips. This helps children develop the coordination and muscles that they need for early writing.

- Staff help children to develop an understanding of mathematics. For instance, staff count the steps as babies walk up them. Staff talk to older children about a range of shapes, such as oval and cylinder, as they play. As a result, children develop an awareness of number and shape.
- Staff value the importance of children being fit and well. Staff encourage children to take part in completing the 'daily mile'. Children confidently use an array of wheeled resources, such as wheelbarrows to transport leaves, with increasing control. These activities help children to develop their physical skills.
- Staff help children to learn about maintaining their good health and hygiene. Children understand the importance of washing their hands after going to the bathroom and before eating meals. Children notice the difference in their bodies after exercising. For example, they talk about their heart beating fast and the need to drink water and eat healthy foods. Consequently, children learn to keep themselves healthy.
- Staff provide highly effective support for children with special educational needs and/or disabilities (SEND). They are tenacious and work tirelessly with professionals and parents to ensure children get the right support. The creation of personalised curriculums means that children are supported to make the best possible progress.
- Partnership working is a strength. Parents say that their children are thriving. Staff work tirelessly to build relationships with parents to engage them in the nursery and their child's learning and development. This effective communication helps to support children for the next stages in their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff encourage children to help them to carry out the morning risk assessments. Children become confident to identify risks and point them out and consider how to minimise or eradicate these. Collection procedures are robust and ensure children are collected by known persons. Staff have a secure understanding of safeguarding practice. This means they are able to take effective action if they have a concern about a child's welfare or a member of staff's conduct. Recruitment procedures are robust. This ensures children are cared for by suitably vetted staff. This helps to keep children safe.

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

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

- support staff to consistently implement the nursery's behaviour management strategies.

## Setting details

<b>Unique reference number</b>	EY361854
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10271506
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Portico Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP900806
<b>Telephone number</b>	01695 422 319
<b>Date of previous inspection</b>	19 December 2022

## Information about this early years setting

Portico Kindergarten registered in 2008. The kindergarten employs 10 members of childcare staff. Of these, three hold a relevant early years qualification at level 6 and five hold relevant early years qualifications at level 3. Sessions are from 7.30am to 6pm for 51 weeks of the year. The kindergarten provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Chris Scully

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to, and communicated with, the inspector during the inspection.
- The inspector conducted a joint observation of group activities with the manager.
- The inspector spoke 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke to parents, read written testimonies and took their views into account.
- The managers 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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