

# Little Nutkins

1a Cherry Orchard, HENLEY-IN-ARDEN, West Midlands, B95 5JW



## Inspection date

12 May 2015

## Previous inspection date

3 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Most staff are well qualified. Leaders and managers proactively monitor staff performance in a variety of ways. They identify any training needs and seek out additional courses for staff as required. This has had a positive impact on the quality of care and education that staff provide.
- The quality of teaching is good. Staff observe and assess children's learning and development. They make effective use of the information they gather to plan and provide a variety of activities for children that promote the next steps in their learning.
- Children are protected from harm. Risk assessments are in place and all hazards within the environment are minimised. All staff receive safeguarding training. They are clear about how to recognise the signs and symptoms of child abuse and how to report their concerns.
- Staff are friendly and approachable. They get to know both children and their families well from the outset. Therefore, children quickly become confident within the setting and demonstrate that they enjoy attending.
- The environment is bright, welcoming and stimulating. Resources are easily accessible and carefully matched to suit the age range of children attending. As a result, children are eager to play and motivated to choose what they want to do.
- Care practices are good. Staff find out about children's care needs before they start. They carefully tailor the routines to meet these needs.

### It is not yet outstanding because:

- Opportunities to enhance and extend children's use of their first language are not fully utilised by the staff in the nursery.
- Partnerships with other settings that children also attend have not been fully established from the outset, to ensure continuity in learning and best progress.

## What the setting needs to do to improve further

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

- build on the use of children's home languages in the nursery, by making the most of opportunities to better promote the different languages of the children attending
- strengthen the partnerships with other providers, so that information about children's development is shared from the outset to further consolidate their learning.

### Inspection activities

- The inspector conducted a joint observation with the provider of the nursery.
- The inspector held a meeting with the management team and spoke to the staff throughout the inspection.
- The inspector looked at a range of documents, including policies, procedures, children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and the qualifications of the staff and the provider's evidence of self-evaluation.
- The inspector took account of the views of the parents' and children spoken to on the day.

### Inspector

Josephine Heath

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a good understanding of how young children develop and use this to promote their learning. For example, staff introduce babies to creative activities, such as painting with different materials. Staff demonstrate what they expect babies to do and skilfully allow them to experiment and explore the activity. Staff make use of story sacks to engage toddlers in listening to stories, so they begin to concentrate in small groups. They make use of props and ask simple questions to help them to think about what might happen next. Staff work alongside pre-school children to give them additional challenges in their learning. They help them with early literacy and numeracy skills, such as writing their own names and counting beyond ten. Therefore, children make consistently good progress. Management have a system in place to check the progress of the children. This helps them to identify and target children needing additional support or challenge. Staff are aware of the importance of maintaining and developing children's home language in the setting. However, there is scope for children's home languages to be better promoted. For example, by making sure additional visual support, such as words translated into children's home language, are used more often during children's routines and play.

### **The contribution of the early years provision to the well-being of children is good**

Staff help children to become emotionally ready for moving on to school. They encourage children to become independent in taking care of themselves. Staff also promote their good social skills in sharing, negotiating and taking turns. Babies and children's physical skills are well promoted. Babies' are supported to begin to move and gain control of their bodies. Staff use activity mats to promote them to explore on their tummies and begin to lift up. Staff also use a garden specifically for babies, to further promote their safe exploration in moving around. Children have access to a range of equipment outside that promotes them to move in different ways. Staff also introduce them to activities that promote their good health. For example, staff talk to children about the importance of eating well as they plant vegetables in the garden.

### **The effectiveness of the leadership and management of the early years provision is good**

Management fully understand their responsibility to meet the requirements of the Early Years Foundation Stage. They have increased their evaluations of the setting since the last inspection and work very closely with their early years improvement advisor. They have an improvement plan in place. Managers, leaders and staff are all clear about the priorities set and what they are working towards as a whole setting. This approach has had a significant impact on the improvements made to raise the standards of the setting. Partnerships with parents and professionals are now well established. These partnerships make a positive contribution to meeting children's needs. However, the nursery's arrangements for liaising with the other settings which some children attend are less effective. This means staff cannot always consistently complement and support what children learn elsewhere.

## Setting details

<b>Unique reference number</b>	EY454143
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1001014
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	34
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Sophie Natalie Dewar
<b>Date of previous inspection</b>	3 December 2014
<b>Telephone number</b>	01564 898 187

Little Nutkins was registered in 2012. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. This includes one member of staff with a foundation degree. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities.

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