

Little Bo Peep Nursery

Little Bo Peep Nursery, 33 Pepper Street, Inkberrow, WORCESTER, WR7 4EW



Inspection date

30 July 2015

Previous inspection date

11 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Babies and children enjoy being at nursery. Kind, attentive staff reassure and encourage them so they soon settle, grow in confidence and form positive relationships.
- The manager and staff have a sound understanding of how well children are progressing and effectively plan for their next steps in learning. They interact well with babies and children and, overall, successfully direct their teaching to promote each child's good progress in relation to their starting points.
- Positive relationships with parents ensure children's care, learning and development needs are clearly understood and consistently met. Parents appreciate the staff's regular feedback about their children's routines, activities and achievements and welcome opportunities to give their views about their children's needs and abilities.
- Children are fully safeguarded. The manager and staff are knowledgeable about signs of abuse and conscientiously promote children's health and safety. They often discuss safeguarding issues, attend regular safeguarding training and know what action to take if they have concerns about a child's welfare.
- The manager and staff work well with other providers and professionals. They apply consistent strategies, support children with developmental delay and successfully prepare children for starting pre-school.

It is not yet outstanding because:

- Staff do not always adapt their teaching and use of resources to further extend children's skills and control in balancing, climbing and moving in different ways.
- The presentation of toys and equipment does not consistently stimulate babies' and younger toddlers' independent choices and sustained exploration and imagination skills.

What the setting needs to do to improve further

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

- consistently help children to manage different physical challenges and extend their spatial awareness, control and skills in balancing, climbing and moving in different ways
- improve opportunities for babies and toddlers to independently select toys and equipment and to engage in sustained exploratory and imaginative play.

Inspection activities

- The inspector observed activities in two indoor play areas and two outside areas. She carried out a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times and held meetings with the provider and manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and from their written comments to the provider.
- The inspector looked at and discussed the provider's self-evaluation form and improvement plan.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She also looked at a range of other documentation, including policies and procedures.

Inspector

Rachel Wyatt

Inspection findings

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

Babies and children are well prepared for their future learning, including moving to pre-school. Staff encourage and enthuse them so they are confident and keen to join in with an appropriate mix of free-choice play and adult-led activities. Children usually remain involved in activities and staff generally interact with them well. However, staff do not always effectively foster babies' and younger toddlers' independent choices and sustained exploration and imagination skills. They do successfully promote young children's listening, understanding and growing vocabularies. For example, staff use puppets and props to help babies learn the words of songs and rhymes. Older toddlers and staff often have lively discussions. During a relaxed, social lunchtime they eagerly talk about healthy eating, the vegetables they have grown and the safe use of utensils. Parents are fully involved in decisions about their children's learning. They are encouraged to tell staff about their children's interests and abilities and are kept well informed about their activities, progress and learning priorities.

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

Babies and children thrive as staff effectively foster their good health. Children relish being outside. They grow vegetables, which they enjoy eating at mealtimes. Children are physically active. Babies enjoy crawling and walking around furniture. Older children play chasing games and practise climbing and balancing. However, staff do not always offer them more challenging opportunities to extend these skills. Staff ensure children are socially and emotionally ready for moving rooms or starting pre-school. They gently reassure and encourage them to be confident and ensure children have time to socialise during sessions. Children behave well. Staff clearly explain and use visual prompts so they know what is expected of them and what is happening next. Staff sensitively promote children's independence in toileting, handwashing, eating and dressing. They skilfully help children to understand how to keep themselves safe during fun activities and discussions.

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

Since the last inspection, the provider, manager and staff have worked hard to make improvements. There are now clear records of staff's suitability checks. The manager and staff have improved their knowledge of different aspects of the Early Years Foundation Stage through training and good practice sessions. Staff now confidently assess and plan for each child's learning needs. Their robust monitoring of children's progress ensures prompt identification of any gaps in teaching, activities or resources. For example, more relevant and stimulating resources are available to enhance their teaching of early literacy, mathematics and information technology. Staff follow up ideas from courses, for example, to give babies more varied sensory experiences and a more appropriate range of books. These improvements, and the fact that most staff are qualified, ensure teaching is now good. The provider and manager are currently making further improvements to the care and learning environments for children aged under two years.

Setting details

Unique reference number	EY367240
Local authority	Worcestershire
Inspection number	998758
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	28
Number of children on roll	25
Name of provider	Little Bo Peep Limited
Date of previous inspection	11 November 2014
Telephone number	01386 793102

Little Bo Peep Nursery was registered in 2008. The nursery caters specifically for children aged under three years and is one of two settings run by a limited company. It employs seven members of childcare staff. Of these, the manager has a degree in early years and four other staff hold appropriate early years qualifications at level 3. The nursery also employs a cook. It opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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