

Little Robins Ltd

Overchurch Junior & Infant School, Moreton Road, WIRRAL, Merseyside, CH49 4NS



Inspection date

1 October 2015

Previous inspection date

28 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff appraisal and development does not ensure that the quality of teaching is consistently good. As a result, children make typical rather than good progress.
- Children's progress in mathematics and early reading and writing skills is not as strong as their progress in other areas.
- Staff do not always develop children's learning to best effect by questioning children to extend their learning and develop their thinking skills.
- Information about children's progress is not always used to ensure that swift action is taken to close gaps in children's learning.

It has the following strengths

- Managers ensure that staff attend regular training to update their knowledge of child protection. As a result, staff have a clear understanding of the signs and symptoms of abuse and the procedures to follow.
- Staff provide good one-to-one support to children, to establish positive relationships and effectively promote children's emotional well-being.
- Staff respond sensitively to babies' needs and promote their emotional development and learning well.
- A positive partnership with parents ensures that they are well informed and are able to support their children's learning at home. This helps children's progress towards the early learning goals.

What the setting needs to do to improve further

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

- improve supervision and staff appraisal to focus more clearly on developing teaching skills
- develop staff's expertise in promoting children's mathematical, reading, writing and critical-thinking skills
- make better use of information gained from monitoring children's learning to ensure that swift action is taken to close any gaps.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Elaine White

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers ensure that staff supervision takes place and staff attend courses to develop their knowledge. However, staff supervision and appraisal is not sufficiently focused on improving their teaching skills. As a result, the quality of teaching is inconsistent. Managers reflect on their provision and have improved systems for tracking children's progress. For example, managers have identified that children's progress in mathematics lags behind other subjects. However, this information is not always used to ensure that gaps are swiftly closed. Managers have a good knowledge of statutory and other government requirements and ensure that they are implemented. Arrangements for safeguarding are effective. Children are kept safe as all areas of the nursery are carefully risk assessed. Staff monitor and review records of accidents and take action to minimise risks further. Children benefit from staff's good level of qualification in childcare practice and in first aid, which help to ensure that children are well cared for and protected.

Quality of teaching, learning and assessment requires improvement

Staff have a good awareness of children's capabilities and assess their learning regularly. However, assessments are not used well enough to plan activities to ensure that children make good progress, particularly in number and literacy skills. As a result, children make typical rather than good progress. Children enjoy the activities provided and enthusiastically play outdoors, for example, when they play in the mud kitchen and use other outdoor equipment. Staff generally question children appropriately but do not always take chances to develop children's ideas further and promote their thinking skills. Staff provide good one-to-one support to younger children and babies to develop their learning. This promotes their confidence and speaking skills well. Babies show excitement as they walk and crawl after bubbles, saying, 'Pop' as they catch them in their hands. Parents contribute to the assessments of children's learning and are well informed about their children's progress.

Personal development, behaviour and welfare are good

Staff provide a welcoming environment and implement effective care practices. They have a warm, caring approach and establish strong attachments with children. This has a positive impact on children's confidence and emotional well-being. Staff guide children well with developing their understanding of good behaviour. For example, by helping younger children learn how to take turns using the trampoline outdoors. Children apply the guidance they are given and behave well in response to staff's expectation for their good behaviour. Children learn to enjoy fresh air and exercise as they make regular use of the broad range of equipment in the outdoor area to develop their physical skills.

Outcomes for children require improvement

Children make typical progress from their starting points. Most are working at levels that might be expected for their age, although some are working at lower levels in mathematics and in reading and writing. Children for whom the setting receives additional funding make the same steady progress as their peers. Children are appropriately prepared for school.

Setting details

Unique reference number	EY429635
Local authority	Wirral
Inspection number	853012
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	223
Name of provider	Little Robins Limited
Date of previous inspection	28 November 2011
Telephone number	01516068777

Little Robins Ltd was registered in 2011. The nursery employs 26 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens from Monday to Friday for 51 weeks per year. Sessions are from 8am until 6pm. The out-of-school club operates from 8am until 9am and from 3.30pm until 6pm, during school term time only and there is a holiday club which runs from 8am until 6pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

