

# Little Buds Private Day Care Nursery

21 London Road, NEWCASTLE, Staffordshire, ST5 1LQ



## Inspection date

17 February 2016

Previous inspection date

29 August 2013

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

## Summary of key findings for parents

### This provision is good

- There have been many noteworthy improvements since the last inspection. There are very good systems in place to prioritise improvements. The impact of this is evident in how staffs' work with children is improving the outcomes for children.
- Staff arrange the learning environment for children well. It is imaginatively and creatively organised to provide a stimulating space. This helps children to explore recent learning, practise new skills and follow their own interests.
- Children display high levels of independence, trust and curiosity in the welcoming, nurturing environment. This is because they form strong relationships with their key person and other familiar staff.
- Staff are skilled in describing what is happening and modelling language during routines and as children play. They help all children, in particular those who speak English as an additional language, to develop their understanding and speaking and listening skills.
- Children benefit from effective partnerships between their parents and the nursery. Children's home language is respected and used in documents the nursery shares with parents. Staff confidently share relevant information. This means parents receive the support and guidance they need to extend their children's learning at home.

### It is not yet outstanding because:

- Some staff are not as highly skilled as others in consistently promoting rich and varied play and learning experiences for children.

## What the setting needs to do to improve further

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

- enhance systems to develop all staffs' skills and attributes that deliver the highest-quality provision and excellent learning outcomes for all children.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager of the provision, and had discussions with the owner and other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at a selection of policies and procedures which included safeguarding, children's developmental records and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and evidence of self-evaluation.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know how to keep children safe. They are alert to the signs that may indicate that a child is at risk of abuse. Staff know how to respond to any concerns about a child's welfare. The manager ensures staff are suitable to work with children. There is a professional development system in place to help staff make continual improvements in their work with children. Many of the staff are studying towards further qualifications to enhance their skills. Supervision is, generally, improving the quality of teaching. The manager fully understands the importance of working together to close gaps in children's development. This means disabled children and those with special educational needs receive targeted support. The manager has a good overview of children's needs. She monitors the progress groups of children make to respond to emerging needs and to prioritise learning for particular groups of children.

### Quality of teaching, learning and assessment is good

Staff are familiar with the nursery's systems for recording children's development. They plan for the next steps in children's learning. Plans are monitored so that all areas of learning are covered. Toddlers confidently explore sand. Staff describe what is happening, helping toddlers to learn new words and concepts. Children freely practise their writing skills and staff promote a weekly letter sound. Children gain early literacy skills, staff help them recognise their own names in print and they are beginning to recognise other labels in the environment. Staff skilfully use language to help children to make links between their ideas and what they should do next. Children dig in the mud and learn to think through their own ideas and develop their own ways for doing things. All children have confidence in their own abilities and demonstrate a 'have a go' attitude.

### Personal development, behaviour and welfare are good

Outdoor play space is utilised well. This ignites children's curiosity and helps to promote their good health, well-being and physical skills. Children have opportunities to make marks, pedal bikes and practise their climbing skills. Staff skilfully name actions and help children to carefully consider risk as they gain confidence and keep on trying. Staff help children to begin to solve their own problems. Children play cooperatively and learn to take turns. Staff use descriptive language and babies build their vocabulary as they investigate the stimulating environment. Snacks and mealtimes are a social learning experience. Babies and toddlers gain an understanding of their own care needs as they are encouraged to feed themselves. Children follow good hygiene routines and learn the importance of leading a healthy lifestyle. Staff chat to children about where their food comes from and explain why it is good for them. Children gain an understanding of living things and the environment. They learn about quantities and talk about their individual preferences and differences. This helps children to respect other children's choices.

### Outcomes for children are good

Children make good progress in their learning and development. Those children who receive funded early education are supported to achieve well. All children are motivated learners, who confidently explore and develop the skills they need for future learning.

## Setting details

<b>Unique reference number</b>	EY400530
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1028656
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Little Buds Day Care Nursery Limited
<b>Date of previous inspection</b>	29 August 2013
<b>Telephone number</b>	01782633051

Little Buds Private Day Care Nursery was registered in 2010 and is managed by Little Buds Day Care Nursery Limited. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualifications at level 4, three at level 3 and two at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. They support a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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