

Little Lot Nursery Limited

Stockton Heath Primary School, West Avenue, Stockton Heath, WARRINGTON, WA4 6HX



Inspection date

10 June 2016

Previous inspection date

15 September 2015

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	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

- The robust action taken by the management team is reflected in the comprehensive improvements made since the last inspection. The manager has actively engaged with the local authority and commissioned the support of an early years consultancy service. The team spirit is good and staff provide a quality service, in which children thrive.
- Staff are well qualified and fully understand how play supports children's learning. Teaching is good and staff provide fun and imaginative activities that children thoroughly enjoy. Regular observations and secure assessments are undertaken and based on children's unique needs. Children are making good progress in their learning.
- The playroom is well organised and entices children to explore their world. Collaborative working with the host school means both contribute to the furnishing and organisation of the exciting outdoor play area, which promotes learning across all areas of learning.
- Partnerships with parents, other professionals and agencies are firmly established. Parents speak highly of the staff, the good quality care, the support their children receive to settle and how well informed they are about their children's progress.

It is not yet outstanding because:

- Although there is now a securely established programme for staff development, the managers have not yet had sufficient time to review the impact changes are having on the provision or children's learning.
- While there are some resources that represent the different nationalities of children who attend, staff have not explored fully how they can build on the ways they support children to extend their understanding of diversity.

What the setting needs to do to improve further

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

- refine systems for evaluation and monitoring of staff practice to assess the impact that the improvements, changes and training are having on the provision and children's learning
- support staff to help children share experiences and explore the similarities and differences of families and communities beyond their own.

Inspection activities

- The inspector interacted with children and spoke to staff at appropriate times throughout the inspection. The inspector also took account of the views of parents who were spoken to on the day.
- The inspector held meetings with the nominated person/nursery manager and a representative of the local authority. The inspector also carried out a joint observation with the manager.
- The inspector looked at children's registration records and planning documentation. The inspector checked the evidence of the qualifications and the suitability of staff working in the nursery and also looked at a range of other documentation, including the setting's self evaluation document.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

The manager has a clear vision and communicates her high expectations for the service provided. Self-evaluation is secure and the plans for improvement are implemented well by the team. A regular programme to support staff and develop their skills is steadily improving teaching. Monitoring the assessments of children's learning is implemented securely in conjunction with school and the local authority. Safeguarding is effective. Staff demonstrate they have a very good understanding of policies for child protection and any steps they need to take to keep children safe. The manager takes swift action to liaise with the social care teams if there are concerns about a child's welfare. She sensitively provides additional support for children and family members to improve their well-being. The premises are very clean, well maintained and secure.

Quality of teaching, learning and assessment is good

Staff focus on supporting children's key skills very well. They use a range of activities to encourage children to develop their social skills, be physically active and use facial muscles to support speech development. For example, children gleefully use drinking straws to blow at balls, to make them travel through paint. This also promotes children's creativity and problem solving as they explore the colours they create as the paints mix together. Staff are adept at supporting children's communication, including those who speak English as an additional language. They ensure children are given rich first-hand experiences to help them develop language and extend their vocabulary in context. For example, children recall a story about a caterpillar, talking and using a breadth of vocabulary to sequence its journey to becoming a butterfly. They are invited to describe what it feels like to jump in muddy puddles or how glitter feels on their fingers.

Personal development, behaviour and welfare are good

The key-person system is firmly established, helping children form secure attachments. Staff have high, but realistic expectations of what children can independently achieve. Children who are preparing for a move on to school are well supported, for example, they visit the school hall for lunch. Staff's polite role modelling, and their simple explanations help children to understand what is expected of them. For example, children aged two know they need to put on wellingtons before climbing into the outdoor sandpit. Children are physically active, build with crates and skilfully use the scooters in a safe manner. Staff reinforce the importance of healthy food and why handwashing is important. This is helping children develop their understanding of adopting habits that promotes their health.

Outcomes for children are good

Children make good progress in all areas of learning. They have high self-esteem and show enthusiasm to learn. Children are eager to develop their early writing skills as they recognise their name labels and confidently form some recognisable letters when invited to write their name. Children use books to compare the toy bugs and they sit well for stories. These activities help children widen their learning and share experiences, fostering their positive attitudes towards future learning. Children develop good social skills and work well together, for example, taking turns to make paper bracelets for their friends.

Setting details

Unique reference number	315319
Local authority	Warrington
Inspection number	1028278
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	60
Name of registered person	The Little Lot Limited
Registered person unique reference number	RP908927
Date of previous inspection	15 September 2015
Telephone number	01925 215642

Little Lot Nursery Limited opened in 1992. The nursery employs seven members of childcare staff. Of these, one holds qualified teacher status and six hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, during term time. Sessions are from 8.30am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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