

Little Luvs Childcare

Sure Start Carlisle South, Petteril Bank Community School, Burnett Road, Carlisle,
Cumbria, CA1 3BX



Inspection date	20 October 2016
Previous inspection date	3 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 management and staff show a commitment to achieving high standards of care. They are reflective and have strategies in place to further improve the nursery provision and service to families that will directly benefit children.
- Staff make good use of the outdoor and indoor play areas and resources, in order to extend children's learning effectively. Children explore and investigate and use their imagination. They behave well and demonstrate their enjoyment by eagerly taking part in activities.
- The quality of teaching is good. Staff know their children well and regularly observe them during their play. They listen closely to the children's comments and build on what they are interested in. Children take part in interesting and stimulating activities to achieve the next steps in their learning.
- Staff form a strong bond and attachment to their children. The key-person system is effective. Children demonstrate that they feel safe and secure in the nursery.
- In most respects, staff work in close partnership with parents, as well as other professionals and relevant agencies. They ensure a joined up approach in supporting children and provide well-targeted support to help children catch up.

It is not yet outstanding because:

- Staff do not make best use of the strong partnership they have with parents to find out as much as they can about children's developmental achievements and what they already know before they start nursery.
- Systems to monitor the progress different children make are in the early stages of development.

What the setting needs to do to improve further

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

- improve the methods for gathering more detailed information from parents about what children can already do and know on entry to the setting
- develop further the systems in place to monitor the progress different groups of children make.

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 tour of the whole nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at all relevant documentation, such as the policies and procedures, children's records, self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a group of parents during the inspection and took account of their views.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust vetting procedures ensure that all staff members are suitable for their role. Staff demonstrate a vigilant approach to safeguarding. They complete robust training and know their role and responsibility to forward their concerns. The management carry out in depth self-evaluation, which takes into consideration staff and parents' views. It identifies clear objectives that improve the outcomes for children further. For example, the nursery recently introduced teeth cleaning after snacks to help prevent the high levels of tooth decay in children. Staff professional development is effectively supported. The well-qualified staff team demonstrates a good understanding of early years issues and show a commitment to extending their knowledge further. Staff work very closely with other professionals to effectively support children and their families.

Quality of teaching, learning and assessment is good

Staff plan and provide a wide range of exciting activities that follows children's interests. They skilfully observe children as they play and highlight the next steps in their learning. This informs the planning to successfully meet the needs of each child. Staff interact well with children. They give them enough time to think and act on their suggestions to extend their communication and language skills. Babies explore and investigate sensory toys, materials and enjoy looking at books. Older children join in favourite stories and confidently describe the characters to other adults. Parents feel well informed about their children's learning and development. They say that they are really pleased with the good progress their children have made since they joined the nursery.

Personal development, behaviour and welfare are good

Staff skilfully support children's personal, social and emotional well-being. They help children learn to share toys, take turns and to be kind and considerate to others. Staff talk to children about the importance of personal hygiene and healthy eating. Children know how eating vegetables and fruit, and drinking water and milk is good for them. Children's independence is effectively supported from an early age. They choose their own snack, pour their own drinks and learn to tidy up resources. Children engage well in outdoor activities. For example, they re-enact favourite stories outside and enjoy sensory play in the mud kitchen. Children ride wheeled toys around the paths and enjoy digging in the sand hut. Children explore natural materials and build using wooden logs. Staff undertake regular and thorough checks on the premises and resources to minimise risks. They give clear guidance to children about how to keep themselves and others safe.

Outcomes for children are good

All children, including those who receive additional funding, are making good progress. Younger children enjoy circle-time activities where they talk about their families. Older children recognise colours and numbers in the environment. They know some letters and sounds, and recognise their names. Children enjoy reading books and acting out the stories. They are well prepared for the next stage of their learning and staff successfully support children to be ready for the move on to school.

Setting details

Unique reference number	EY362246
Local authority	Cumbria
Inspection number	1065045
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	55
Number of children on roll	65
Name of registered person	Petteril Bank School Governing Body
Registered person unique reference number	RP905365
Date of previous inspection	3 October 2013
Telephone number	01228 546903

Little Luvs Childcare was registered in 2007. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one member of staff holds an appropriate early years qualification at level 4 and one member of staff has qualified teacher status. The nursery opens from Monday to Friday and all year round. Sessions are from 8am until 5.30pm. 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 a number of children with special educational needs and disabilities.

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