

Little Tots Nursery

The Scout Hut, Gaysfield Road, Fishtoft, Boston, PE21 0SF



Inspection date

8 March 2017

Previous inspection date

9 December 2013

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		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

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

- Staff do not provide parents with a short written summary of their child's development when they are aged between two and three years.
- The provider does not analyse the progress made by different groups of children well enough to help confirm each group consistently receives the tailored support needed to make good progress in their learning and development.
- Staff do not involve parents as much as possible in assessing the starting points for children's learning. They do not ask them to share information about what their child already knows and can do.

It has the following strengths

- The provider invites teachers to visit the children before they start school. Staff share information with them about children's learning and development. This helps ensure that children's move on to school is a positive experience.
- Staff take children outdoors to develop their understanding of nature and the environment. They engage children in conversations about what they can see and hear.
- Effective observations help staff to have a secure understanding of children's development. Staff get to know children well, helping them to extend children's learning through their interests.
- Settling-in sessions are effective in helping children to be emotionally secure. Staff greet children warmly when they arrive and spend time getting to know them. Children show they have close attachments to staff.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- provide parents with a written summary of their child's development in the prime areas of learning for children aged between two and three years. 10/04/2017

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

- monitor the progress made by groups of children and use this information to help check and confirm that all groups continue to receive the tailored support they need to sustain their good progress
- involve parents more fully in the assessments of the starting points for children's learning.

Inspection activities

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

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider and staff are not aware of their responsibility to ensure that all parents receive a written summary of their child's progress when they are aged between two and three years. That said, staff do have a secure understanding of the progress children are making and ensure parents are kept well informed of this. Any concerns about individual children's progress are identified and addressed promptly and appropriately, so they consistently make good progress in all aspects of their learning. The manager has a good overview of the quality of teaching. However, she has not fully developed arrangements for checking that different groups of children consistently receive support that is closely tailored to their needs, in order to maintain and improve on the good progress they make overall. Arrangements for safeguarding are effective. Staff know the signs of abuse and where to report concerns about children's safety. The provider works alongside her staff and supports them through meetings, one-to-one discussions and by sharing information about changes in legislation. This helps staff to provide children with good quality teaching. The provider has action plans in place to help drive improvements.

Quality of teaching, learning and assessment is good

Staff play alongside children and know what they need to learn next. They talk to parents daily about their children's learning and support them well with their child's learning at home. However, staff do not involve parents sufficiently in sharing information about what children already know and can do when they first start, to help inform their initial assessments of the starting points for children's learning. Staff provide resources to help children develop their literacy skills. Children draw pictures and tell staff they have drawn, 'Mummy'. Staff ask a range of questions to help extend children's understanding of the body. Staff ask children to write their name on their artwork and in response they make marks to represent their name. This helps develop their early writing skills.

Personal development, behaviour and welfare are good

Children form good relationships with their peers and demonstrate positive social skills. Children learn key skills in readiness for their move on to school. Staff give children lots of praise and encouragement, clapping their hands when praising children's achievements. This helps to raise children's confidence and self-esteem, as well as promoting positive behaviour. Staff provide children with opportunities to develop their independence. For example, they ensure younger children can use a step to enable them to reach taps to wash their hands. Staff take children outside in the fresh air to be physically active.

Outcomes for children are good

Children are progressing well in their learning and are at the appropriate stage of development for their age. This includes children in receipt of funding. Children arrive happy and are keen to join in activities. Older children develop problem-solving skills when they complete puzzles and negotiate which way to turn the pieces around. Younger children confidently express their own preferences and interests. They enjoy developing their imagination through role-play experiences. For example, they pretend to put make-up on staff and brush their hair.

Setting details

Unique reference number	EY449375
Local authority	Lincolnshire
Inspection number	1066039
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	12
Name of registered person	Angela Jane Baxter
Registered person unique reference number	RP910581
Date of previous inspection	9 December 2013
Telephone number	07913571999

Little Tots Nursery was registered in 2012. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. 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 2017

