

# Little Monsters Day Nursery

The Poplars, Main Road, Anslow, BURTON-UPON-TRENT, Staffordshire, DE13 9QE



## Inspection date

16 August 2017

Previous inspection date

3 January 2014

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

- Staff work closely with parents from the outset and quickly identify any children who will benefit from additional support. This close partnership, along with working effectively with any other professionals involved, helps children to make good progress.
- Staff provide a well-organised routine and create a calm and caring atmosphere for children, who show a real sense of belonging. Promoting children's emotional well-being is given a high priority and there are strong systems in place to support transition when children move rooms and on to school.
- Staff provide ample opportunities for children to engage in conversation and place a clear focus on increasing children's listening and attention skills.
- Staff use a good range of teaching strategies to help children learn. They provide an interesting range of activities to promote children's interest in mathematics and early literacy.
- The managers place a strong focus on safeguarding issues, promoting children's welfare and keeping children safe.

### It is not yet outstanding because:

- The managers do not place a sharp focus on providing targeted staff development opportunities to help raise the quality of teaching and use of assessment to an exceptional level.
- Staff caring for children in the baby and toddler room are not consistent in making available a broader range of resources to motivate and enthuse children's learning to the highest level.

## What the setting needs to do to improve further

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

- place a sharper focus on providing targeted staff development opportunities to help raise the quality of teaching and use of assessment to an exceptional level
- provide a broader range of resources in the baby and toddler room to motivate and enthuse children's learning to the highest level.

### 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 carried out a joint observation with the deputy.
- The inspector held a meeting with the owner/manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. There are robust systems in place to ensure all staff are suitable when they first start and to check their ongoing suitability. All staff receive training in child protection and have a good understanding of wider safeguarding issues, and know the procedures to follow if they have any concerns. The managers place a strong focus on collating the views of parents on a regular basis and promptly act on these to help shape the service they offer. Parents report high levels of satisfaction. They are impressed with how well staff consult and involve them in their children's learning and the progress their children make. The staff and managers have a realistic and accurate overview of the service they provide. There are clear action plans in place to help build on the already good practice achieved.

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

Staff know the children well. They use children's interests and their favourite books as a secure base to help children learn. For example, staff use children's immediate experiences and local and national events well to provide good learning opportunities. Staff caring for children in pre-school and toddlers skilfully use morning registration to engage children in meaningful conversation and teach them to count and enjoy phonics. For example, pre-school children confidently talk about the athletics they have seen on the television and calculate the children present. Staff place a good focus on teaching children about diversity and differences within the group. For example, children learn about a Japanese boat festival and how weddings are celebrated in other countries.

### Personal development, behaviour and welfare are good

Staff use the strongly assigned key-person system effectively to build a secure relationship with children and their parents. Staff know their key children well. Staff caring for babies follow their individual routines and parents preferences to help meet babies' individual needs. The nursery is clean and hygienic and staff provide children with freshly cooked nutritious meals. Children learn about the benefits of healthy foods and help care for fresh produce, such as tomatoes, courgettes and green beans. Staff provide a clear priority on teaching children about keeping safe and healthy. For example, children have had visits from the local police, dentist and the school crossing patrol.

### Outcomes for children are good

All children, including those receiving additional funding make good progress from their starting points and are well prepared for school. Some children achieve extremely well in some aspects of their mathematical and physical development. Children enjoy counting, recognising numbers and calculation. For example, even the youngest toddlers enjoy counting and are interactive as they sing along to number rhymes. Older children consider concepts, such as symmetry and sort by colour and size. The most able boys and girls are independent learners and show a good interest in writing. Children easily follow instructions and learn how to manage their feelings as they talk about their emotions.

## Setting details

<b>Unique reference number</b>	EY463837
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1102526
<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 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	123
<b>Name of registered person</b>	Little Monsters Day Nursery Ltd
<b>Registered person unique reference number</b>	RP532688
<b>Date of previous inspection</b>	3 January 2014
<b>Telephone number</b>	01283 815588

Little Monsters Day Nursery registered in 2013. It is situated in Anslow, Burton-upon-Trent, Staffordshire. The nursery opens Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 5.30pm. It provides funded early education for two-, three- and four-year-old children. The nursery employs 16 members of childcare staff. Of these, one holds a qualification at level 5, and 14 staff hold qualifications at level 3 and one holds a qualification at level 2.

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