

# Little Sneakers

46 Node Hill, STUDLEY, Warwickshire, B80 7RG



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 23 August 2017 |
| Previous inspection date | 6 January 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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 leadership team places a strong emphasis on making safeguarding practice a clear priority in their care of children. They carry out daily risk assessments to help secure children's safety.
- Teaching is good. Staff place a sharp focus on promoting children's communication skills and increasing their confidence and social skills in preparation for school.
- There are effective systems in place to consult with parents to gain their opinions and views and these are acted upon swiftly. Staff share the children's developmental targets with parents and this joint working contributes to the good progress children make.
- Staff place a good priority on promoting children's emotional well-being. For example, there are strong systems in place to support children when they move room and to prepare them for their transition to school.
- Staff work closely with other professionals working with children to help them catch up quickly. They fully include and support children who have special educational needs and/or disabilities well.

### It is not yet outstanding because:

- Not all staff use the information from children's assessments meticulously to plan highly challenging activities to raise their achievement even further, in particular, in their early mathematics and reading skills.
- The manager does not incisively evaluate the impact of individual staff practice to help raise the quality of teaching to an exceptional level.

## What the setting needs to do to improve further

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

- use more sharply information from children's assessments to help meticulously plan highly challenging activities to raise children's achievement even further, particularly in their early mathematics and reading
- sharply evaluate the impact of individual staff practice to help raise the quality of teaching to an exceptional 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 manager.
- The inspector held a meeting with the manager, area manager and the quality regulations coordinator. 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. All staff are trained in child protection issues and have strong knowledge of the procedures to follow if they have any welfare concerns. For example, they discuss safeguarding practice at staff meetings and during staff supervisory sessions to check consistency in practice. There are robust recruitment, vetting and induction systems in place and the manager regularly checks staff's continued suitability. Leaders work with staff to collate parents' views to reflect on their practice. They use self-evaluation well to identify further areas for improvement and there are clear action plans in place to develop the service further.

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

Staff effectively plan a broad range of experiences to help children make good progress. For example, staff use the children's interests, parents' suggestions, themed activities and topics to motivate children. Staff in the pre-school room often use a rich range of resources to capture children's curiosity, and skilfully introduce new ideas and concepts. For example, staff encourage children to consider the different textures of resources, such as ice cubes, fir cones, sand, twigs, bark and a tangerine. Staff use the children's experiences, such as going on holiday, to encourage them to think, recall and talk about their experiences. For example, children pack suitcases and consider where they will leave their pets. Staff caring for toddlers are attentive to their needs and support them well to try new experiences. For example, they gently entice children to explore the sand as they pour and fill, and place a good focus on introducing new vocabulary and ideas.

### Personal development, behaviour and welfare are good

Staff help children learn about what is expected of them. For example, during morning registration, children talk about the codes of behaviour in place and the importance of being kind. A recent topic about 'people who help us' has resulted in visits from the fire service, police, dentist and nurse. Staff use these meaningful first-hand experiences well, such as to help teach children about keeping safe and how to stay healthy. For example, children know milk is good for their bones and teeth, and exercise is good for their bodies. Children thoroughly enjoy outdoor play and use a challenging range of play equipment to increase their physical skills. Staff caring for babies know their individual personalities and needs well. They are nurturing in their approach and encourage children well to interact and communicate.

### Outcomes for children are good

All children, including those receiving additional funding, make good progress from their starting points. Many of the children excel in their personal, social and emotional development, communication skills and understanding of the world. For example, the most able children learn about the planets and space and show a real interest in the natural world. They are keen to use their senses as they explore the lemon and lavender in the garden. Children show a strong interest in the wider world as they learn about other countries' flags, foods and landmark buildings. Children are well mannered and boys and girls show an interest in making marks and writing.

## Setting details

|  |                            |
|--|----------------------------|
| <b>Unique reference number</b>                   | EY331796                   |
| <b>Local authority</b>                           | Warwickshire               |
| <b>Inspection number</b>                         | 1092665                    |
| <b>Type of provision</b>                         | Full-time provision        |
| <b>Day care type</b>                             | Childcare - Non-Domestic   |
| <b>Registers</b>                                 | Early Years Register       |
| <b>Age range of children</b>                     | 0 - 5                      |
| <b>Total number of places</b>                    | 36                         |
| <b>Number of children on roll</b>                | 52                         |
| <b>Name of registered person</b>                 | Sneakers Childcare Limited |
| <b>Registered person unique reference number</b> | RP522282                   |
| <b>Date of previous inspection</b>               | 6 January 2015             |
| <b>Telephone number</b>                          | 01527 850330               |

Little Sneakers registered in 2006. It is one of four settings owned by the provider. It is situated in a converted house in the area of Studley, Warwickshire. The nursery employs 12 members of childcare staff. Of these, one staff holds qualified teacher status, one holds a qualification at level 5, five hold qualifications at level 3 and five hold qualifications at level 2. The nursery opens from Monday to Friday, all year round except for a week during the Whitsun holiday and Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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