

Little Impressions Day Nursery

Unit 9, St. Albans Road Industrial Estate, St. Albans Road, Stafford, Staffordshire,
ST16 3DR



Inspection date	13 October 2017
Previous inspection date	9 December 2015

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

- Leaders within the nursery are aware of the different groups of children in their care. They accurately track and monitor children's progress and develop clear action plans to support future learning opportunities, should any gaps in learning be identified. As a result, children are making rapid progress.
- Children's behaviour is managed well and staff ensure that children are clear about the expectations of the setting. For example, they remind them about having kind hands. Behaviour plans are developed and shared with parents should children need additional support to enhance their understanding of acceptable behaviour.
- Children's move on to school is very well organised. Staff work closely with parents, local schools and other professionals to help prepare children for this change.

It is not yet outstanding because:

- At times, the organisation of activities and grouping of children is not good enough. For example, sometimes babies and older children are in adjoining open plan rooms. This results in them becoming distracted when engaging in focused activities.
- Although the manager gathers feedback from staff, parents and children, it is not used effectively enough to support the self-evaluation process in identifying strengths and any areas for improvement.
- Children are not taught consistently about good hygiene practices. For example, during baking activities staff do not remind children about handwashing and spreading germs as children lick butter from their fingers.

What the setting needs to do to improve further

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

- consider how activities and groups of children are organised across the nursery to limit distractions and maximise all children's involvement in learning experiences
- improve the self-evaluation process to ensure it more accurately reflects the thoughts and ideas of parents, staff and children in identifying strengths and areas for improvements
- further enhance children's understanding of good hygiene routines and practices.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider.
- The inspector looked at relevant documentation, such as behaviour plans, staffing arrangements, children's developmental records and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Lynsey Hurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and provider do not ensure adult-to-child ratio's are correct. This does not enable them to cover, when needed, to ensure the safeguarding and welfare requirements are met. Daily risk assessments support staff's practice in keeping children safe and secure. Partnerships with parents are good and they are fully involved in making decisions with children's key persons, such as deciding when it is the right time for children to move up to the next room. This ensures that everyone involved in children's care agrees that they are emotionally and developmentally ready for the move. Staff are proactive and work extremely well with other early years professionals to ensure that children who have special educational needs and/or disabilities receive any additional support necessary.

Quality of teaching, learning and assessment is good

Well-qualified staff use accurate assessments to identify and plan for children's next steps in learning. Pre-school children use their imagination well during activities, for example, they place triangular building blocks on their heads and pretend they are unicorns. Strong friendships are developing as children go on adventures around their environment, pretending to explore forests and look for animals. Staff provide opportunities for children to develop early literacy and mathematical skills. For example, pre-school children engage in activities to promote their understanding of shape. They can identify and name a comprehensive range of shapes, including semi-circle, hexagon, pentagon and octagon. Toddlers are developing an understanding of initial sounds in words, such as 's' for snake. They can identify key features of animals. For example, they know that a Panda has black and white stripes.

Personal development, behaviour and welfare are good

Staff offer praise and encouragement to motivate children and to let them know what they do well. They support children to develop good health and physical skills. For example, children enjoy nutritious meals and snacks. Young children are encouraged to feed themselves independently. Regular forest school activities, such as building fires and using tools help to develop children's understanding of managing risk. Forest school activities are robustly risk assessed to ensure children are kept safe and protected from harm.

Outcomes for children are good

Children make rapid progress in their learning from their starting points, including those who attend the nursery on a funded place. They acquire the skills they need to support the next stages in their learning, including the move on to school. Children explore the nursery with confidence and make independent choices in their play. Pre-school children can identify letters and the sounds they make. They can write their own names and use available resources, such as letter cards to support their independent writing and letter formation skills.

Setting details

Unique reference number	EY360529
Local authority	Staffordshire
Inspection number	1115012
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	0 - 4
Total number of places	46
Number of children on roll	41
Name of registered person	Play Paradise Nurseries Limited
Registered person unique reference number	RP902388
Date of previous inspection	9 December 2015
Telephone number	01785 252777

Little Impressions Day Nursery registered in 2007. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including one who holds a degree in early years. The nursery opens from Monday to Friday, all year round. 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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