

# Little Ones Whipton

St Boniface Hall, Pinhoe Road, Exeter, Devon, EX4 8AF



<b>Inspection date</b>	21 February 2018
Previous inspection date	1 September 2014

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team provides strong support for staff. They engage them well in continually reflecting on their practice, such as evaluating the impact of their teaching on children's learning and well-being. The manager monitors the effectiveness of teaching well, so staff keep developing their skills and knowledge successfully.
- Staff successfully use funding to help improve outcomes for children. For example, boys eagerly use the newly purchased literacy packs, making tickets for other children and enjoyed practising their early writing skills. All children make good progress in their learning and development.
- Parents confirm that highly caring and nurturing staff care for their children. Staff's training on brain development has enhanced their knowledge on the effect that babies' well-being has on their development.
- Staff support children's independence exceptionally well. They encourage them to manage age-appropriate tasks and give them appropriate responsibilities. For example, older children very confidently asked the cook for the ingredients they needed for a cooking activity. Young children persevered with putting on their boots and coats.

### It is not yet outstanding because:

- Although staff make good observations on children's starting points, they do not make full use of discussions with parents, to have a very thorough understanding of how to plan even more effectively as soon as children start at the nursery.
- Staff do not consistently help older children to predict what will happen when combining materials or notice changes and any differences to test their ideas fully.

## What the setting needs to do to improve further

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

- increase the information sought from parents on children's starting points to plan even more effectively as soon as children start at the nursery
- help older children to make predictions and test their ideas to support their growing curiosity and understanding of the world further.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with staff, children and parents, and took account of the nursery's self-evaluation.
- The inspector held a meeting with the senior management team and carried out a joint observation with the nursery manager.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of their responsibilities and know what to do if they have concerns that a child is at risk of harm. The manager monitors children's attendance closely and follows up any unexpected absences. Staff follow effective procedures to keep children safe. For example, they deploy themselves well to supervise children, especially when they use the climbing equipment. They count children regularly when moving between the indoors and outdoors areas. The manager monitors children's overall development well. She uses this information successfully to identify any gaps in children's learning and to assess where they can plan even better for different groups of children. The manager and staff work well with parents, other providers and outside agencies to help children catch up quickly.

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

Staff use their good regular observations of children's achievements well to plan challenging activities that motivate their learning. For example, through noticing children's enjoyment of pretending to cook in their role play indoors and outdoors, staff planned cooking activities to provide real experiences. Children recognised numbers on the weighing scales and used tools for different purposes. Staff make good use of routines and repetition to help children embed their learning. Staff provide good support for children's speaking and listening skills. For example, when older toddlers recognised the letter 'G' for grandad, this prompted a discussion about grandparents.

### Personal development, behaviour and welfare are outstanding

The excellent key-person system ensures staff meet babies and children's physical and emotional needs extremely well. Staff provide outstanding support for children to know their opinions matter and to listen to others. Children learn to respect and celebrate each other's differences. Children have excellent manners and their behaviour is exemplary. Staff are highly sensitive to less confident children and help them to understand routines successfully. Staff are superb role models to build children's confidence and help them understand that learning is for life. For example, they demonstrated to children how another member of staff had taught them more sign language. Staff encourage all children to be very active, negotiate space highly successfully and develop extremely healthy practices. For example, older children help themselves to drinks of water outdoors after taking part in physical exercise. They cover their mouths when they sneeze and then wash their hands, preventing the spread of germs very effectively.

### Outcomes for children are good

Children develop effective skills that prepare them well for their next stage of development and school. Children enjoy engaging in ways to develop their mathematical skills, such as counting backwards to their rocket's 'blast-off'. They effectively think of solutions to problems, such as how to unblock a funnel filled with wet sand. Children are highly confident in their self-care skills and develop very positive relationships. Older children consider rules that they should all stick to so that they can each enjoy their nursery experiences.

## Setting details

<b>Unique reference number</b>	105878
<b>Local authority</b>	Devon
<b>Inspection number</b>	1070064
<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 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Little Ones Childcare Ltd
<b>Registered person unique reference number</b>	RP522094
<b>Date of previous inspection</b>	1 September 2014
<b>Telephone number</b>	01392 670111

Little Ones Whipton operates from the Whipton area of Exeter. The nursery registered in 2000. It is one of four privately owned nurseries in Devon. The nursery employs 10 members of childcare staff. Of these, one holds early years professional status and three staff hold a qualification at degree level. Six members of staff hold an early years qualification at level 3. The nursery opens from Monday to Friday for 51 weeks a year except for bank holidays. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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