

Little Tots Nursery

59 Prince of Wales Avenue, Reading, RG30 2UJ



Inspection date	24 April 2018
Previous inspection date	28 August 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider does not ensure that all staff have a secure knowledge of safeguarding issues and the procedures to follow, which significantly compromises children's welfare.
- The provider fails to tailor the physical environment appropriately to provide children with opportunities to learn to keep themselves safe with regard to their personal privacy.
- Managers do not effectively monitor children's progress. They do not identify or address differences in children's learning quickly enough, especially for those children who learn English as an additional language.
- The provider is not aware of what significant events need to be notified to Ofsted.
- Procedures for monitoring staff performance, teaching and identifying training needs are not robust enough and do not identify all weaknesses in practice.
- The quality of teaching is inconsistent and not all children make good progress from their starting points. Managers do not ensure that staff complete effective assessments to swiftly plan for all children's next steps in learning.
- Managers do not evaluate the quality of the provision accurately to identify all areas for improvement.

It has the following strengths

- Children have daily access to physical play and are offered healthy snacks and meals.
- Overall, partnerships with parents are strong. Parents appreciate the partnership and the support they receive to involve them in their children's learning at home.

What the setting needs to do to improve further

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

	Due Date
■ ensure that all staff have an up-to-date knowledge of child protection issues so they are fully aware of the action to take if they have any concerns about a child's safety or welfare	08/05/2018
■ ensure all children are kept safe and well, particularly with regard to sleeping and toileting arrangements	24/05/2018
■ improve understanding of what must be notified to Ofsted	08/05/2018
■ implement effective supervision of staff to provide coaching, training and support to raise the quality of teaching to at least a consistently good level	24/06/2018
■ ensure that assessments are precise, completed in a timely manner and monitored carefully to swiftly identify and address any gaps in children's learning.	24/06/2018

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

- use self-evaluation more effectively to identify areas for improvement to benefit children and keep them safe.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector observed children and staff during play and carried out a joint observation of staff practice with the manager.
- The inspector examined a sample of children's records, policies and other documents.
- The inspector spoke to a selection of parents to gain their views.
- The inspector spoke to staff at appropriate times during the day and asked questions regarding safeguarding and children's care and learning.

Inspector

Sarah Miller

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider fails to ensure that all staff have a secure knowledge of safeguarding concerns. Not all staff are aware of wider child protection issues, such as their role in protecting children from extremist views and behaviour. The provider does not fully consider the physical arrangements of the nursery well enough to protect children at all times. For example, while a member of staff supervises sleeping children, the area is not readily visible to other staff. Managers do not implement effective systems to monitor the progress different groups of children make and to identify priorities for development. For example, prompt action has not been taken to support children who learn English as an additional language and those with speech delay. Monitoring of staff practice is not fully effective to improve the quality of teaching so that all children make good progress. The provider does not have a secure awareness of the obligations to notify significant incidents to Ofsted.

Quality of teaching, learning and assessment requires improvement

There are weaknesses in the quality of teaching and assessment. Staff complete regular observations and assessments of children's learning; however, the process is not robust enough. For example, assessments do not identify all gaps in children's learning and staff do not always promptly follow up what children need to learn next. Although good in some areas, the quality of teaching is inconsistent and does not support children in all areas of their development. However, many staff demonstrate positive interactions with children. For example, while looking out of the window, staff encouraged children to use their thinking skills and recall what they saw.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding procedures have an impact on children's safety. The structural layout of the nursery does not provide suitable opportunities for children to learn to keep themselves safe. For example, the absence of doors and cubicles in the toilets limits children's personal privacy. Staff support children to develop suitable hygiene practices, such as wiping their noses and handwashing. Children play together well and form positive relationships with staff and their peers. They demonstrate good behaviour and respect towards each other. For example, children tidy away activities when they have finished so that other children can use them. Staff provide opportunities for children to develop good independence skills. For example, they serve their own drinks and vegetables. Staff consider children's views well. For example, staff used children's ideas when planning the role-play area to support healthy living.

Outcomes for children require improvement

Not all children make good enough progress in their communication and language, personal, social and emotional and physical development, especially those learning English as an additional language. Nevertheless, some children make suitable progress. For example, older children learn to recognise familiar words such as their names and gain confidence in literacy and mathematical development in readiness for school.

Setting details

Unique reference number	EY349641
Local authority	Reading
Inspection number	1129840
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 - 5
Total number of places	44
Number of children on roll	78
Name of registered person	Little Tots Nurseries Limited
Registered person unique reference number	RP524856
Date of previous inspection	28 August 2015
Telephone number	0118 959 1371

Little Tots Nursery registered in 2007. It is a private nursery which follows the Montessori ethos. The nursery is situated in the west of Reading, Berkshire. It is open from 8am to 6pm each weekday, for 50 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 18 members of staff employed in the nursery, 16 of whom hold relevant qualifications.

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 2018

