

# Little Miss Muffets

188 Birchfield Road, Headless Cross, Redditch, Worcestershire, B97 4NA



## Inspection date

30 April 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 demonstrate an ambitious vision and hold high expectations of what children can achieve. They constantly monitor and evaluate the quality of the teaching and learning, to ensure high standards of care and learning for all children.
- Practitioners have a secure understanding of how children learn and develop. They successfully plan activities based around children's interests, play preferences and planned next steps in learning. This ensures children's needs are met and they get off to a good start in their learning.
- Children's behaviour is very good. Practitioners have a warm and caring approach and they provide a very good role model to children. They help children to learn good behaviour and talk to them about the golden rules. Practitioners speak to children respectfully and provide gentle reminders about taking turns and sharing.
- Partnerships with parents are effective. Practitioners work closely with parents from the outset, gaining information about their child's individual needs and starting points in their learning. Parents are kept well informed about their child's progress and next steps and are encouraged to be involved in their learning at home.

### It is not yet outstanding because:

- Practitioners do not always monitor and consider the impact of noise levels on older children's ability to concentrate and listen.
- On occasions, practitioners do not always model language to encourage younger children's speaking skills.

## What the setting needs to do to improve further

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

- consider the impact of noise levels in the playroom to help older children to concentrate and listen more effectively
- make better use of opportunities that arise, to help younger children to develop their language skills even further.

### 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 spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the provider who is also the manager.
- The inspector held a meeting with the providers. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a small number of parents and carers during the inspection. She took account of their views and those included in references provided on the day of inspection.

### Inspector

Jackie Nation

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders make sure all practitioners are clear about their role and responsibility to keep children safe. Practitioners are confident about the procedures to follow if they have any concerns about a child's welfare. Practitioners are vigilant and supervise children well. Children's progress is monitored and tracked effectively to ensure that gaps in learning are narrowing. Children with additional needs are supported very effectively. Close partnership working with parents and other agencies ensure children receive the support they need. Practitioners are well qualified and their professional development is given good attention. This helps to continually improve their knowledge, understanding and practice. Parents comment very positively about the nursery, and how warm and caring staff are. They say their children are very happy and are very pleased with the progress they make.

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

Children are keen learners and interested in the broad range of fun and interesting activities, that help them to enjoy and achieve. Assessment information is used effectively and children's next steps in learning clearly identified. Teaching strategies are good. Practitioners support children's learning through play, asking questions, and teaching children how to play and engage with their peers. Older children thoroughly enjoy the time spent outdoors building a house with foam building bricks, problem solving and working together as a team. They enjoy dressing up and role play, pretending to be police officers in their cardboard box cars. Mathematical concepts and communication skills form the basis of all play based activities. Younger children enjoy painting and they count, sort and group objects by colour and size. They are curious and like to explore and investigate and look for animals hidden in the pasta tray.

### Personal development, behaviour and welfare are good

Children show high levels of confidence in their surroundings. Established routines through the day help children to feel safe and secure. Children develop a positive sense of belonging and secure emotional attachments. They receive praise and encouragement for their achievements. This boosts their self-esteem and gives children a strong base for developing independence. Children are confident to have a go, join in with activities and develop positive relationships. For example, older children's confidence shines as they sing, dance and use their imagination in a group session. Children receive clear messages about why it is important to have a healthy diet. They enjoy nutritious meals and snacks and have very good opportunities to be active and spend time outdoors.

### Outcomes for children are good

Children make good progress in their learning from their starting points. Early literacy and mathematical development are promoted effectively, to ensure children are ready for their eventual move on to school. Children learn about letters and the sounds they represent and have good opportunities to practise their writing skills. They become independent in managing their own personal care needs and make choices about their play and learning.

## Setting details

<b>Unique reference number</b>	EY498120
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1050682
<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 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Little Explorers Hopwood Limited
<b>Registered person unique reference number</b>	RP911655
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01527 544346

Little Miss Muffets registered in 2016. The nursery employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above, including the provider who holds qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays. 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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