

Little Me Day Nursery

Skyline Plaza, Alencon Link, BASINGSTOKE, Hampshire, RG21 7NR



Inspection date

10 May 2018

Previous inspection date

24 October 2016

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Some staff do not use what they know about the children's learning and development to ensure children make the best possible progress.
- Leaders do not have a clear picture of how well groups of children who attend the nursery are progressing, as they do not effectively monitor the systems for assessment.
- Staff management of children's behaviour is inconsistent. This leads to children being given unclear messages and many do not understand what is expected of them.

It has the following strengths

- Children's emotional development is generally well supported at the nursery. Staff are nurturing and establish strong relationships with children. Children share laughter with their friends and staff during their play.
- Parents share positive comments about the nursery. They feel their children are happy and well cared for.
- Children are confident to separate from their parents and carers when they arrive, and settle quickly into their chosen activities.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ develop systems to monitor children’s progress, including how well different groups of children are achieving and identify and close any gaps 	26/10/2018
<ul style="list-style-type: none"> ■ ensure that behaviour management procedures are clearly understood and consistently implemented by all staff to help children develop a clear understanding of expectations 	28/07/2018
<ul style="list-style-type: none"> ■ make best use of the systems for assessment to ensure observations of children's learning and progress are meaningful and accurate and support next steps of development 	26/10/2018
<ul style="list-style-type: none"> ■ progress staff professional development to improve the quality of teaching and raise learning experiences for children to a good level. 	26/10/2018

Inspection activities

- The inspectors talked to staff, children and parents during the inspection.
- The inspectors observed the quality of teaching both inside and outside.
- The inspectors looked at a sample of documents, including children’s records, safeguarding policies and procedures and training certificates.
- The inspectors talked to staff about how they support children's individual learning and how they keep children safe.
- The inspectors assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspectors carried out a joint observation with the pre-school manager to look at the quality of teaching in planned activities.

Inspectors

Kelly Marchmont / Teresa Newman

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider does not oversee the quality of teaching effectively to ensure that staff monitor children's progress and plan for their next steps in learning. Systems to monitor the impact of additional funding that some children have received are not yet in place. The newly appointed special educational needs co-ordinator has developed new systems to support children with additional needs. For example, they have recently introduced visual aids to support children's communication skills and help them understand the routines. These are beginning to have a positive impact on some children's care and learning. Safeguarding is effective. Staff have a sound knowledge of child protection procedures and know what to do if concerned about children's welfare. Leaders have effective recruitment procedures in place to ensure staff are and continue to be suitable to fulfil their roles.

Quality of teaching, learning and assessment requires improvement

Not all staff have the skills required to support children's learning well enough. For example, staff do not extend children's emerging understanding of mathematical concepts when engaging in children's play. Children's own interests are sometimes overshadowed by staff focusing on the completion of a given activity. For example, staff encourage children to make marks in sand when their interest is in loud noises and the effects of the blowing wind. Staff are not using observations of children's learning to make effective and accurate assessments of what children can do. As a result, children's next steps in learning are often unclear and lack meaning.

Personal development, behaviour and welfare require improvement

Expectations of children's behaviour are not always clear as children are told to stop unwanted behaviour without exploring the impact this may have. Staff encourage children to take turns but children are not always consistently supported in this. For example, when children tell staff that another child has taken a toy from them, staff do not always support the children to resolve the conflict. Staff gather information about children's needs from parents prior to them starting at nursery. This means they are able to support children's emotional well-being as soon as they start. There is plenty of opportunity for children's physical development. Children have access to a varied range of resources and can make choices in their play. They are well occupied and engaged for the majority of the time.

Outcomes for children require improvement

Children are not making the best possible progress as managers do not have an overview of how well groups of children in the setting are progressing. This means they do not target planning to ensure all children at risk of falling behind catch up with their peers and make consistently good progress. Nevertheless children enjoy exploring the well-resourced environment both indoors and outdoors. The eco-garden is particularly popular with the children as there are opportunities to see how things change over time and explore natural materials. Children are learning some skills that will support them when they go to school, for example, independently getting themselves ready for outdoor play.

Setting details

Unique reference number	EY431582
Local authority	Hampshire
Inspection number	1133433
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	94
Number of children on roll	254
Name of registered person	Little Me Skyline Plaza Limited
Registered person unique reference number	RP904966
Date of previous inspection	24 October 2016
Telephone number	01256242735

Little Me Day Nursery registered in 2011. It is privately owned and operates in Basingstoke, Hampshire. The nursery is open for 51 weeks of the year, Monday to Friday from 7.30am to 6.30pm. Funding for the provision of free early education is available for children age two, three and four years. The nursery employs 30 staff, of whom 20 are qualified at level 2 to level 6.

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