

# Little Potters Childcare Services



Little Potters Day Nursery, Littleworth Road, CANNOCK, Staffordshire, WS12 1JD

|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 21 June 2018      |
| Previous inspection date | 27 September 2017 |

|   | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
| <b>The quality and standards of the early years provision</b> |                         |                      |          |
|   | Previous inspection:    | Requires Improvement | 3        |
| 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 manager and her deputy manager are committed to providing a high-quality learning environment for children. They gather the views of staff, parents and children to help evaluate the quality of the nursery. The managers have clear plans in place for the improvements they intend to make.
- Revised supervision systems enable managers to more effectively support and develop staff practice. As a result, the quality of teaching is consistently good.
- Children develop secure emotional attachments with their key person. The kind and caring staff know the children well. Children are praised for their achievements and play happily with each other. They demonstrate that they feel safe and secure.
- Children who have special educational needs and/or disabilities receive good support. Staff work closely with parents and other professionals to effectively meet children's specific learning and care needs.
- Partnerships with parents are effective. Parents receive ongoing information about their children's progress and work with staff to further support children's learning at home.

### It is not yet outstanding because:

- Staff do not always organise group time activities as well as possible to help ensure all children are fully engaged.
- Occasionally, staff do not maximise opportunities to challenge the more able children and further extend their learning.

## What the setting needs to do to improve further

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

- review the organisation of group time activities and deployment of staff to help ensure all children are fully engaged in their learning
- make the most of any opportunities to challenge more-able children and fully extend their learning.

### 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 completed a joint observation with the nursery deputy manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation, such as the nursery's improvement plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children during the inspection and took account of parents written comments.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager uses robust recruitment and vetting procedures to ensure that all staff are suitable. Staff show a clear understanding of their role and responsibility in protecting children from harm. They demonstrate confidence in identifying and reporting any concerns they have about children's welfare. Staff use risk assessments effectively to identify and eliminate any potential hazards. The management team meticulously monitors the progress of children. This helps to ensure early identification of any gaps in children's learning and implementation of swift action to address these. Parents provide positive written comments about the quality of the nursery. They describe the staff as welcoming, caring and approachable.

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

Staff use their good knowledge of the children to make accurate assessments of their learning. They plan a broad range of interesting experiences to support children in their next steps in learning. For example, staff provide babies with a wide range of natural, sensory based resources. They play alongside the babies, encouraging them to explore. Staff develop babies' communication and language skills as they name objects and describe their actions. Young children build towers with bricks in the 'builder's yard' and are encouraged by staff to count how many bricks they have used. Older children explore how to build houses using straw, sticks and bricks as they retell a familiar story. Good links with local schools help to ensure smooth transitions for children.

### Personal development, behaviour and welfare are good

Settling-in visits enable the children's key person to gather a wide range of information from parents about their children's routines, care, learning and development. As a result, children happily enter the nursery and separate easily from their parents. Staff teach children about healthy lifestyles, such as washing their hands at appropriate times. Children have plenty of opportunities to develop their physical skills outside in the fresh air. For example, young children learn to pedal tricycles, play on the climbing frame and dig in sand. All staff interact well with children and are good role models. They are sensitive to the needs of babies and young children and respond to their individual requirements, such as tiredness. Children enjoy regular outings into the local area. For example, they feed the ducks at the park and visit local shops.

### Outcomes for children are good

All children, including those in receipt of additional funding, make good progress in their learning. Children are acquiring the skills needed to prepare them for the next stage in their learning. Older children learn to link sounds to letters and recognise their names. They understand that print carries meaning, such as recognising names of shops or reading food labels. Children begin to say numbers and count with increasing accuracy. They are confident and independently choose activities and resources. Children learn to share and take turns. They listen to instructions and help to tidy away toys when asked.

## Setting details

|  |                          |
|--|--------------------------|
| <b>Unique reference number</b>                   | EY448885                 |
| <b>Local authority</b>                           | Staffordshire            |
| <b>Inspection number</b>                         | 1115369                  |
| <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 - 5                    |
| <b>Total number of places</b>                    | 32                       |
| <b>Number of children on roll</b>                | 68                       |
| <b>Name of registered person</b>                 | Claire Elizabeth Wigley  |
| <b>Registered person unique reference number</b> | RP515994                 |
| <b>Date of previous inspection</b>               | 27 September 2017        |
| <b>Telephone number</b>                          | 01543428484              |

Little Potters Childcare Services registered in 2012. The nursery employs 13 members of childcare staff. Of these, two hold qualifications at level 6 and 10 hold qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three-, and four-year-old children.

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