

Littleworld Day Nursery

47 Weyhill Road, Andover, Hampshire SP10 3AN



Inspection date	30 August 2018
Previous inspection date	27 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager who is new to her role is ambitious for the nursery's success. She works closely with her staff team, to ensure that all children receive good quality learning experiences.
- Children behave well and build good relationships with staff who support their emotional well-being effectively. Staff work closely with parents of younger children to follow home routines, to help promote consistency in their care.
- All children including those in receipt of additional funding make good progress. Staff in the pre-school room are particularly effective in identifying where there are emerging gaps in children's progress and swiftly put plans in place to ensure older children catch up quickly. This helps to ensure that outcomes for all children are good.
- Parents speak highly of the nursery and the strong relationships that are established between themselves and their children's key person. This has a positive impact on how staff support parents in extending their children's learning at home, and their overall good progress.

It is not yet outstanding because:

- The manager is yet to extend her monitoring of children's development to precisely analyse the impact of teaching on the progress made by different groups of children.
- At times, staff do not consider opportunities that arise to further support older children's emerging knowledge about letters and sounds they represent, in readiness for their future learning.

What the setting needs to do to improve further

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

- enhance how monitoring of children's progress is used to analyse more precisely the impact of teaching and interventions for different groups of children
- support older children even more to enhance their emerging understanding of letters and the sounds they represent.

Inspection activities

- The inspector observed the quality of teaching, indoors and outside, and the impact this has on children's learning.
- The inspector spoke to the management team, staff and children, at convenient times during the inspection.
- The inspector checked evidence of the suitability of the staff, training and recruitment procedures, policies, children's records and the self-evaluation process.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took account of their views.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good understanding of their roles and responsibilities to keep children safe and know what action they would take if they had concerns about a child's welfare. Staff work closely with other professionals involved in children's care, to promote children's physical welfare. The manager and senior staff meet regularly with staff and observe their teaching practice to identify training needs and provide coaching. For instance, staff in the pre-school room have attended training in developing strategies to support older children's behaviour. They implemented this new knowledge to motivate children's good personal, social and emotional development. The management team work well together to evaluate the nursery provision and identify areas of improvement. They involve staff, parents and children in evaluation and achievable targets for the improvement of the nursery have been set and are already being addressed. Additional funding is used well to ensure targeted support for children and contributes to ensuring gaps in the attainment narrow swiftly.

Quality of teaching, learning and assessment is good

Staff are qualified and experienced, and provide children with good opportunities to build on what they know and can do. Staff have a good knowledge about how children learn and provide activities which motivate their play. For example, toddlers enjoy experimenting with paints and staff teach them the names of the colour's they choose. Staff follow children's individual interests and capture opportunities. For example, as staff share a story with older children, they help to think through and share their own ideas confidently. For instance, children recognise and name the zigzag pattern in the story, as staff help them learn to draw the matching pattern. Staff then skilfully weave mathematical learning into the activity as they introduce size and shapes and teach children how to hold pens correctly, to help support their emerging writing skills.

Personal development, behaviour and welfare are good

Children are settled and relaxed in the care of staff and parents feel confident that their children are happy and secure. Strong relationships between staff and children are positive and staff know their individual children's needs well. Babies benefit from close bonds with staff, who provide them with cuddles and reassurance to support their emotional development. Staff support children's physical health well. For instance, children are able to take part in active play in the large garden and benefit from nutritious meals and snack's.

Outcomes for children are good

All children make good progress from their starting points. Older children gain skills that prepare them well for their eventual move to school. For instance, they count confidently and begin to write their own names on their art work. Toddlers gain confidence in their small-muscle skills and become confident in their speaking and listening skills. Babies gain good physical skills. For instance, they enjoy using musical instruments during song time and join in with some actions to their favourite songs, as they confidently learn to move their bodies.

Setting details

Unique reference number	110169
Local authority	Hampshire
Inspection number	10069359
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	65
Number of children on roll	84
Name of registered person	Littleworld Day Nurseries Limited
Registered person unique reference number	RP517998
Date of previous inspection	27 October 2014
Telephone number	01264 351833

Littleworld Day Nursery is one of two nurseries owned and run by Littleworld Day Nurseries Limited. It registered with Ofsted in 2001. The nursery opens weekdays from 8am until 6pm, all year round, with the exception of the Christmas period and a week in August. The provider receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 25 members of staff, of these 23 work directly with children. One member of staff holds a level 5 qualification and 19 others hold recognised qualifications at level 3 or above.

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