

Little Nutkins

1A Cherry Orchard, HENLEY-IN-ARDEN, West Midlands B95 5JW



Inspection date	20 February 2019
Previous inspection date	12 May 2015

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

This provision is good

- Staff observe and assess children's progress. They challenge and support children effectively so that all children acquire skills and develop a capacity to learn in order to reach the next steps in their development.
- Staff are fully aware of their responsibilities to protect children from harm. They keep their knowledge of the signs of abuse and neglect up to date.
- Staff give children's personal, social and emotional development a very high priority. A good settling-in procedure, which is agreed with parents, initially helps children to feel emotionally secure. Staff support children well as they become confident learners.
- Children practise their good handling skills while playing with a variety of toys and tools. For example, babies operate toys with buttons and flaps.
- Children develop good speaking skills. Staff offer good support for children who are less confident in group situations, giving them time to think about what they want to say and then put their thoughts into words.
- The manager ensures that she and staff keep their early years knowledge current, for example through accessing training. The manager attends meetings with managers of other settings and they share information about early years issues.
- Information gathered from parents when children start does not wholly identify what their children know and can already do, in order to fully support initial assessment and planning for their future learning.
- Staff do not fully consider ways to support younger children in making marks in different ways.

What the setting needs to do to improve further

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

- extend practice for gathering information from parents when children first start, and use this to help plan for children's future learning
- increase opportunities for younger children to make marks in different ways.

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 joint observations with the manager and discussed teaching methods with her.
- The inspector held meetings with the provider and the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector took account of parents' views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff assess and minimise potential risks successfully. They know the local referral procedures to follow if they have a concern about a child. They are aware of the duty to prevent children being drawn into situations that put them at risk. The manager works with staff to review the provision and identify areas for improvement. A current priority for improvement is to develop the outdoor area. Training has been booked for staff to increase their knowledge and skills in improving learning opportunities for children outdoors. Recent training completed by staff has helped them to use signing more effectively with babies and young children. Parents share extremely positive views about the provision. Comments include an appreciation of the friendly staff and the welcoming environment they create. Parents say that their children make good progress and are prepared extremely well for school.

Quality of teaching, learning and assessment is good

Staff use children's interests, as well as their stage of development, to plan activities and challenge them effectively. Very young children are building a vocabulary of single words and their understanding is good. For example, while they enjoy splashing with their hands in a large tray of water, they respond positively when asked to make their movements smaller. Staff provide resources that encourage sensory exploration. Very young children investigate the texture of tinsel and balloons. They explore sound while playing with musical instruments and know that they can create sounds while walking on musical stepping stones. Two-year-old children practise their good handling skills while serving their own snack. They use tweezers to pick up pieces of banana and orange, and they pour drinks from small jugs. While playing outdoors, older children enthusiastically look for mini-beasts. They deposit what they find into small pots and attach lids that magnify what is inside the pot. Staff encourage the children to describe the difference when they look through the lid.

Personal development, behaviour and welfare are good

Relationships between staff and children are good. Children behave well. Staff offer good support as young children develop an understanding of sharing, taking turns and showing consideration for others. Staff praise children for positive behaviour and for their efforts and achievements, which helps to boost their self-esteem. Staff support children's independence. Toy boxes stored on low-level shelving are clearly labelled with words and pictures, helping children to make decisions and choose resources for themselves. Children are physically active in the outdoor area every day. Meals and snacks are healthy and nutritious.

Outcomes for children are good

Children are safe, secure and happy. They are developing good skills that help them to be ready for the move on to school. Children learn to manage their self-care needs independently. They develop good pencil control and older children are learning to write their names and link sounds and letters. Children name shapes and colours, count and use mathematical language while they play. Older children compare different quantities and understand that numerals represent different amounts of objects.

Setting details

Unique reference number	EY454143
Local authority	Warwickshire
Inspection number	10071399
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	51
Number of children on roll	50
Name of registered person	Dewar, Sophie Natalie
Registered person unique reference number	RP906394
Date of previous inspection	12 May 2015
Telephone number	01564 898 187

Little Nutkins registered in 2012. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications ranging from level 3 to level 6. One staff member holds qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It offers before- and after-school care and school holiday provision for primary school children.

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