

# Little Larks Day Nursery

Low Green, Nowton, Bury St Edmunds IP29 5ND



<b>Inspection date</b>	12 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of 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 is a provision that requires improvement

- Staff do not ensure that the individual learning needs of all children are met. Older children are not always provided with enough challenge or motivated to play and learn.
- Staff do not organise times of transition between activities well enough to support the learning and development experiences offered to children.
- Younger children quickly lose interest in routine, whole-group activities. Staff do not organise these well enough to support children to listen and concentrate.

### It has the following strengths

- Members of the management team are aware of what they need to do to improve the quality of the provision. They have an action plan for development that is challenging to bring about improvement to the quality of the provision.
- Staff establish successful partnerships with parents. Staff are committed to working together with them to ensure continuity of care and learning. Parents are kept well informed through written and daily verbal communication.
- Staff talk confidently about their key children. They know where children are in their learning and development and what they need to do to support their continuing progress. Staff are confident to carry through their findings into planning.
- The key-person system is implemented well. Each child has a named person to take responsibility for their daily well-being, and plan for their learning and development. In the absence of the key person, there is another named adult to ensure that children's care and learning continues to be tailored to their individual needs.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff provide all children with activities that offer them sufficient challenge to motivate them to play and learn.	15/06/2019

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

- improve the organisation of times when all children are sitting together, to support them in developing their ability to listen attentively and concentrate
- strengthen the organisation of the transition between routine activities to maintain children's interest in play and learning.

### Inspection activities

- This inspection was carried out as a result of the risk assessment process following information Ofsted received about this provider.
- 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 staff at appropriate times throughout the inspection and completed a joint observation with the head of early years.
- The inspector held a meeting with the provider and also discussed self-evaluation.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke with a small number of parents during the inspection.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management requires improvement

Managers do not monitor teaching well enough to ensure that children's learning needs are met effectively. Despite this, they do demonstrate a strong commitment to improvement. The newly appointed head of early years is working with staff to identify and manage areas of weakness. Staff have opportunities for supervision meetings and their professional development is supported. For example, five staff are working towards higher professional qualifications. Recruitment and selection procedures are robust to ensure that those working with children are suitable to do so. Safeguarding is effective. Staff are aware of the indicators of abuse and know how to report concerns to ensure that children's welfare is protected. They take steps to minimise risks to children. Any accidents are recorded and shared with parents.

### Quality of teaching, learning and assessment requires improvement

Often, staff do not provide activities that challenge older children. There is a wide age range of children in the Treetops room and staff do not adapt their teaching well enough. In addition, younger children quickly lose interest in whole-group activities when staff try to present activities to interest older children. Children become restless during the long time it takes between putting on their coats to go outside and getting outdoors. The quality of staff's interaction with children is not strong enough. However, staff do support children's speech and language development well. They engage children in conversation and listen to what they have to say. The gestures and babbles of babies are responded to positively. Children benefit from a range of toys and resources to support their learning. There is a large outdoor play area that children enjoy using.

### Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that staff do not provide all children with a sufficiently challenging environment. Despite this, staff establish close emotional bonds with the children. Children mostly separate readily from their main carer. Those who do not are supported sensitively by staff. Children behave well and are developing a good understanding of the need to consider the needs and feelings of others. They respond positively to the high expectations of staff, who talk to children in a calm and gentle manner. Staff find out about babies' individual care routines and follow these to promote continuity of care.

### Outcomes for children require improvement

Weaknesses in teaching mean that children are not making the best possible progress. Despite this, children do develop the basic skills needed to be ready for school. Children manage their self-care needs, relevant to their age and stage of development. Older children take care of their own personal hygiene and learn to put on their own coat and boots before going outside to play. All children have daily opportunities to be outdoors and develop their physical skills.

## Setting details

<b>Unique reference number</b>	EY545741
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10099517
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Little Larks Day Nursery Limited
<b>Registered person unique reference number</b>	RP545740
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07949685262

Little Larks Day Nursery registered in 2017. The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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