

# Little Pines Nursery

19a, Summerfields Way, Ilkeston DE7 9HE



<b>Inspection date</b>	19 March 2019
Previous inspection date	12 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The atmosphere in the nursery is welcoming and calm. Staff are caring and take the time to get to know the children. Children settle well and show high levels of confidence and self-esteem. Children feel safe, secure and valued at the nursery.
- Staff work very well in partnership with parents and other professionals. They gather useful information when children start at the nursery and regularly inform parents about their children's development. Daily conversations between staff and parents help to provide a consistent approach in supporting children's care and learning. Parents feel included, valued and involved in all areas of their children's development.
- Staff support children's personal and social development well. They are good role models. They help children to behave well and to understand what is expected of them effectively. Children's behaviour is good. They play together cooperatively and are polite and kind to others.
- Staff regularly assess children's progress to find out what they need to learn next. Any gaps in children's learning are quickly identified and closely monitored to ensure that they are rapidly closing. All children make good progress given their starting points.
- The management team shows a commitment to the continual development of the nursery. Extensive improvements have been made to the garden. Children now enjoy exploring the new growing and digging area and hunting for bugs in their bug hotel.
- At times, staff in the pre-school miss opportunities to extend older children's learning and provide them with extra challenge, to support their good progress further.

## What the setting needs to do to improve further

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

- make the most of opportunities that arise to extend and provide extra challenge for older children's learning to help them achieve at the highest level.

### Inspection activities

- The inspector had a tour of the nursery and looked at the resources available for the children to use. She spoke to the staff and children during the inspection. She held discussions with the owners of the nursery, one of whom is the manager, at appropriate times during the inspection.
- The inspector observed the staff's interactions with the children and discussed children's development with their key person and the manager. She observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint evaluation of an activity with the manager and discussed the impact of the teaching and learning.
- The inspector took into account the views of parents spoken to on the day of the inspection and written statements they have made.
- The inspector looked at a sample of documentation, including staff suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to monitoring children's progress.

**Inspector**  
Jan Hughes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures all staff have regular safeguarding training and that their knowledge and understanding of child protection issues are up to date. The manager and staff know who to contact if they have a concern about a child's welfare. There are clear recruitment and vetting procedures in place to check the suitability of staff to work with children. The manager leads her staff team well. New staff are fully supported. The manager carries out a thorough induction programme to help them understand their roles and responsibilities. She completes supervision meetings with staff to help improve their practice. Staff make effective use of the opportunities for professional development. They have recently attended training and introduced targets for children to help them to build on their speech development. This has helped to improve the children's communication skills.

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

Staff are well qualified and experienced and use their knowledge of child development well. They provide a wide range of exciting activities that promote children's learning. Staff interact well with children to help support their language development. They hold interesting conversations and introduce new words, such as 'cocoon', which helps to increase older children's vocabulary. Staff encourage children to be curious. Toddlers use their fingers to explore the texture of the soil as they hunt for plastic caterpillars. Babies explore shaving foam, moving and stretching their fingers. Older children enjoy becoming imaginative and staff support this well. Children retell their special stories using props to make them come alive and they enjoy making cups of tea using real tea bags. Staff promote children's mathematical skills well. They encourage children to count and to recognise shapes in the environment.

### Personal development, behaviour and welfare are good

Staff encourage children to develop their social skills. Children are happy and well settled. As the children arrive, they greet their friends in an incredibly loving and cheerful way. This creates a warm and calm drop-off, with children confidently waving goodbye to their parents. Children show they are independent and comfortable in their surroundings as they move around the rooms, choosing what and who they play with. Staff provide many opportunities for children to lead their own play in the well-resourced and stimulating environment. Children develop a secure understanding of how to maintain healthy lifestyles. They enjoy frequent exercise, and older children learn about growing and cooking their own vegetables. They learn to keep themselves safe and take risks as they walk across the balancing beam.

### Outcomes for children are good

All children make good progress in their development. Children enthusiastically play, explore and discover. They are inquisitive about the world around them and keen to learn. They are working within their typical expected age bands. They listen, concentrate and are gaining skills for future learning and their eventual move to school. Children develop their early literacy skills well. Older children practise writing their names and begin to learn about the letters and sounds.

## Setting details

<b>Unique reference number</b>	EY491676
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10076531
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Taylor, Sarah
<b>Registered person unique reference number</b>	RP909505
<b>Date of previous inspection</b>	12 January 2016
<b>Telephone number</b>	0115 9321345

Little Pines Nursery registered in 2015. The nursery opens from 7.30am until 6pm on Monday to Friday, all year round, except for bank holidays and a week between Christmas and New Year. The nursery employs 13 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 2, 3 or 4. One member of staff is a qualified teacher and the owner holds a level 5 qualification in leadership and management. The nursery provides funded early education for two-, three- and four-year-old children.

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