

Little Pips Nursery

5-7 Arle Avenue, CHELTENHAM, Gloucestershire GL51 8JP



Inspection date	20 May 2019
Previous inspection date	7 January 2016

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are extremely happy in this nursery. They are confident and self-assured. Children settle quickly when they first start and as they transition from room to room. Key staff are exceptionally nurturing, kind and reassuring and this helps children, particularly babies, to feel secure.
- Children's behaviour is exemplary. Staff model extremely caring ways and have high expectations of children. They teach them how to respect others and consider other people's needs. For example, older children look out for younger ones as they play.
- Leaders implement robust risk assessments that underpin staff's practice. They create a culture of vigilance. For example, staff use an exceptionally high standard of hygiene and care practices. Children demonstrate their growing understanding. Older children tell visiting adults to wear a hair net to 'keep the food clean'. Younger children know staff wear gloves before a nappy change because of 'bad germs'.
- Partnerships with parents are very effective. Parents are actively involved in many aspects of their child's development. For example, they comment they are kept well informed of their child's progress via detailed observations on the online system.
- All children make good progress in their learning. Any gaps in children's learning close quickly as they receive focused and professional support.
- The dedicated management team constantly evaluates the service it provides. For example, it has plans to enrich the experience for babies and toddlers by providing a purpose-built baby unit in the grounds of the nursery.
- Some staff's interactions occasionally lack the challenge to support children to the highest level, to bring about rapid progress, particularly when different ages and abilities are playing together.
- Staff do not consistently provide many opportunities for children to use different technologies to enhance their learning and development.
- Although room leaders carrying out observations on staff's practice strive towards consistently high standards, the system for coaching is not yet highly effective.

What the setting needs to do to improve further

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

- improve staff's interactions to maximise learning opportunities to support and extend all ages and abilities of children
- extend children's exploration and use of technologies to help them develop their skills and understanding
- improve and embed the systems for coaching staff to raise staff's teaching to the highest level throughout the nursery.

Inspection activities

- The inspector observed activities and staff's interactions with children indoors and outdoors, and assessed the impact these have on children's learning.
- The inspector reviewed a range of documentation, including samples of policies and procedures, children's records and evidence of staff's suitability.
- The inspector spoke with children, parents and staff at appropriate times and took account of their views.
- The inspector held discussions with the senior management team about future development plans.
- The inspector carried out a joint observation with one member of the senior management team.

Inspector
Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff complete comprehensive safeguarding training and know how to recognise signs and symptoms of abuse. Staff consistently ensure that they immediately and accurately record any existing injuries and accidents to children. Leaders work closely with local agencies if they have any concerns about a child's welfare. Comprehensive recruitment systems help to ensure staff are suitable to work with children. Leaders implement effective procedures to track and analyse children's individual progress to identify any gaps quickly. This helps staff to tailor children's individual needs to ensure they make the progress necessary to catch up. Leaders evaluate the setting well. They use feedback from staff, parents and children to identify changes and improvements for the nursery.

Quality of teaching, learning and assessment is good

Overall, the enthusiastic staff use effective teaching methods. They role model active learning and ask children for their ideas. Staff help children develop early writing skills. For instance, children enjoy making marks in shaving foam and use writing materials, such as felt-tip markers, crayons and chalks. Staff include mathematical concepts into children's play and daily routines. For example, they use simple addition and subtraction at song times. Children explore creative activities and role-play situations. For instance, younger children pretend to draw hairstyles at a hairdresser's and older children fill a digger bucket with gravel to make concrete in the construction area. Children demonstrate good concentration and remain at activities until they complete them to their own satisfaction, and are praised for their attempts and achievements.

Personal development, behaviour and welfare are outstanding

The exceptionally caring staff give children's well-being high priority. Children and babies form extremely close bonds with their key person and leave their parents with ease. They are very happy, settled and emotionally secure. Staff and children discuss healthy choices and the nutritious meals daily, often using food and herbs grown in the nursery garden. Even the very youngest children water growing seeds, fruit, vegetables and herbs without prompt from staff. Staff provide excellent opportunities for children to learn about the world and to respect others' differences. They benefit from many experiences out in the local community. For instance, staff and children talk about past times with the elderly, find books about living in other climates at the library and discuss road and rail safety as they wave to passengers on passing trains. These discussions help children manage and assess risk and understand how to stay safe.

Outcomes for children are good

Children are well prepared for their eventual move to school. For example, they enjoy writing for a purpose in their play. Children are proud to find their name card to self-register and read their names on their water bottles. Children delight in singing their favourite songs and sharing books together. Older children are keen to investigate numbers, shapes and measure through their play. For instance, they create their own games with picture domino cards. Children and babies develop their physical skills extremely well as they climb stairs, balance and take part in action rhymes.

Setting details

Unique reference number	EY486496
Local authority	Gloucestershire
Inspection number	10076423
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	42
Number of children on roll	73
Name of registered person	Little Pips Nursery Limited
Registered person unique reference number	RP900878
Date of previous inspection	7 January 2016
Telephone number	01242 705 645

Little Pips Nursery re-registered in 2015 and is situated in Cheltenham, Gloucestershire. The nursery opens Monday to Friday, all year round, except bank holidays and specified times during the Christmas period. Sessions are from 8am until 6pm. There are currently 16 members of childcare staff. Of these, one holds qualified teacher status, one holds a relevant childcare qualification at level 5, eight hold early years qualifications at level 3, and two have qualifications at level 2. The nursery receives funding for the provision of early education for children age two, three and four years.

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