

Little Lodge Nursery School

Swinesherd, Spetchley, Worcester, Worcs WR5 1RU



Inspection date	14 May 2019
Previous inspection date	31 January 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 nursery benefits from managers who have worked hard to make rapid improvements since the last inspection. They reflect on their practice and value the ideas of staff and parents to help them provide good-quality care and learning for children.
- The garden areas are well laid out and organised to provide children with a range of experiences. The outdoor spaces provide sunny areas and shade where children can sit and read, take part in outdoor craft activities or relax with their friends. Children thoroughly enjoy the learning that takes place during outdoor activities. They find worms which they place in a container and watch as they wriggle through the soil.
- Partnership with parents is a real strength of the nursery. Staff share information with them daily and parents are fully involved in their child's learning and development. Comprehensive settling-in sessions, tailored to children's individual needs, provide extremely good support for children and their families. Parents comment positively about the quality care and learning that their children receive.
- Behaviour is good and children play well together. They learn to negotiate, share and take turns. Staff talk to children about kind hands and provide them with solutions to disagreements as they encourage children to resolve minor disputes for themselves.
- The organisation of some resources, especially in the conservatory, does not enhance children's learning fully or support them to select toys for themselves.
- Occasionally, group activities are not organised well enough and children sit for extended periods of time. This impacts on the time they have for learning and play.

What the setting needs to do to improve further

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

- organise resources in the conservatory to enable children to more easily select activities for themselves, in order to enhance further their already good learning
- review the organisation of some group activities so that children do not sit for extended periods of time.

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 a joint observation with the nursery manager, who is also the provider.
- The inspector held a meeting with the nursery manager and deputy manger. She looked at relevant documentation, including children's details and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and some parents during the inspection and took account of their views.

Inspector

Rebecca Johnson

Inspection findings

Effectiveness of leadership and management is good

Staff benefit from regular supervision meetings where they can discuss practice and training needs. The manager monitors teaching through peer reviews to enable her to identify any areas for improvement or strengths that can be shared with other staff. Staff are highly qualified. They attend training to further their knowledge and raise the outcomes for children. The manager closely monitors the progress made by all children, including different groups of children. This enables her to identify any gaps in children's learning and to put plans in place to address these. Safeguarding is effective. Staff have a clear knowledge of the signs and symptoms that may indicate a child is at risk of abuse or neglect. They understand the procedures to follow should they have a concern about a child in their care.

Quality of teaching, learning and assessment is good

Staff plan a range of activities based on children's interests and individual learning needs. They observe and assess children and use the information gained to identify children's next steps. Staff are involved in children's play and interact positively with them. They ask questions to extend children's learning and encourage them to solve problems for themselves. Children use their imagination as they put on gloves and ride a motorbike. Staff help children to find a steering wheel and ask if they would like to draw a road outside to ride the motorbike along. Children enjoy looking at books and listening to stories. They eagerly join in with familiar phrases as they hunt for bears through 'squishy squashy' grass. Older children develop good mark-making skills. They use large chalks to draw on the floor. They draw a spider that they have found and count the number of legs that it has.

Personal development, behaviour and welfare are good

The key-person system is strong. Children form close relationships with staff. Babies actively seek them out for a cuddle, especially if they are upset or need reassurance. They include staff in their games and chat happily to them. Children's physical skills and well-being are promoted very well. Children of all ages enjoy playing outdoors. Older children learn different ways of moving as they climb on a pirate ship and think about how they can negotiate the steps up and down from the playhouse. Staff observe from a distance to ensure children are safe, while providing them with the opportunity to problem solve and think about solutions for themselves. Children learn about their local community. The site manager from a nearby building site visits the nursery to show children his safety hat, high-visibility jacket, road signs and building boots. Children learn about people who help us through visits from the police, firefighters and a doctor.

Outcomes for children are good

All children make good progress in their learning. They are curious, confident learners who are well prepared for their future learning, including the move on to school. Children recognise and write the letters in their name and older children can copy a simple sentence, forming the letters correctly. Children develop mathematical awareness. They count in a variety of situations. They know that eight comes after seven and can draw the corresponding number.

Setting details

Unique reference number	205126
Local authority	Worcestershire
Inspection number	10097604
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 - 4
Total number of places	34
Number of children on roll	61
Name of registered person	Jones, Jane Margaret
Registered person unique reference number	RP514158
Date of previous inspection	31 January 2019
Telephone number	01905 345400

Little Lodge Nursery School registered in 1989. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications to at least level 3, including two who hold level 5, two who hold level 6 and two who hold early years professional status. The nursery opens from Monday to Friday for 48 weeks of the year. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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