

Little Bugs Childcare

Creepy Crawlies, Wigginton Road, Wigginton, YORK YO32 2RH



Inspection date	9 July 2019
Previous inspection date	23 November 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The nursery has a welcoming and homely atmosphere. Babies and children settle with ease and form close relationships with the staff who care for them. This helps them to feel safe, emotionally secure and happy at nursery.
- The quality of teaching is good. Staff observe children and use assessments to identify effectively their levels of achievement and what they need to learn next. This helps to ensure children make good progress from their starting points.
- Staff actively encourage children's good behaviour and give them gentle reminders about the rules and boundaries in the nursery. They give children regular praise and encouragement, helping to raise their self-esteem. Children behave well.
- Children have access to a large outdoor space where they are able to engage with features of the natural world. Children are able to explore challenges and to manage risks appropriate to their age and stage of development during, for example, forest school sessions.
- The management team is committed to developing the nursery continually and provides a caring and good-quality learning environment for children. The manager has implemented effective action plans that help to target priorities for further improvement.
- Overall, partnerships with parents are well established. However, some information exchanged with parents, for example the two-year progress checks, is not always shared in a timely manner.
- Members of the management team encourage staff to access training experiences to increase their skills and expertise. However, they do not yet fully utilise the systems in place for staff supervision to raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- strengthen partnership working with parents, for example when completing and sharing the two-year progress check, in order to provide them with the most accurate record of children's development
- refine the systems already in place for mentoring, coaching, training and supporting staff, to continue to raise the quality of teaching to an even higher level.

Inspection activities

- The inspector observed a range of activities. She assessed the impact of teaching on children's learning.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector met with the management team to discuss the self-evaluation. She sampled and discussed other documents, including evidence of the suitability of staff, nursery policies and children's records.
- The inspector spoke with parents and took their views into account.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the possible signs of abuse and fully understand the procedures to follow should they have any concerns about a child's welfare. Staff assess risks in the environment indoors and outdoors and remove any identified hazards. Staff are deployed well to ensure children's safety and managers work directly in rooms to provide cover as necessary. Recruitment and induction procedures are robust and ensure that staff are skilled and suitable for their roles. The manager and staff work with other professionals to help support children's individual needs and learning. Parents speak highly of the good care provided to their children and the warm welcome they and their children receive.

Quality of teaching, learning and assessment is good

Well-qualified staff use their skills and knowledge to provide a broad range of interesting and challenging resources within the free-flow environment. Children's views are consistently sought. For example, staff take the time to find out whether they enjoyed an activity, helping to embed positive attitudes. Staff place a high priority on developing children's speech and language skills. They engage children in conversation and give them time to express their thoughts and ideas. Younger children enjoy listening to stories and singing familiar songs. They are encouraged to listen carefully, understand and become confident talkers. Older children learn about number and size through daily activities. They use mathematical language as they use a ruler to compare different heights of the small-world dinosaurs. Children enjoy being creative. They use crayons and other mark-making tools to create pictures of their favourite things, such as rainbows.

Personal development, behaviour and welfare are good

Staff place a great importance on helping children to feel settled and secure. They work exceptionally sensitively with children and their parents to learn about children's personalities and preferences. Children are independent learners. For example, they serve their own meals and help staff with daily routines. Staff support children to make healthy lifestyle choices. Meals are balanced and nutritious. Staff promote good hygiene routines and minimise the risk of cross-infection to promote the safety of those children who have allergies or special dietary requirements. Children are encouraged to take regular drinks to remain hydrated and ready to learn.

Outcomes for children are good

Children choose competently where and what they want to play with. They freely explore their environment and develop strong physical skills. Babies learn about the world around them. For instance, they go for lots of walks and enjoy exploring sensory objects and musical instruments. Older children develop good social skills as they play and interact with their friends. All children acquire useful skills for future learning, including their eventual move on to school.

Setting details

Unique reference number	EY444577
Local authority	York
Inspection number	10114526
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	51
Number of children on roll	97
Name of registered person	Masce Limited
Registered person unique reference number	RP910222
Date of previous inspection	23 November 2016
Telephone number	01904692221

Little Bugs Childcare registered in 2012. The nursery employs 12 members of childcare staff, all of whom have appropriate qualifications ranging from level 2 to level 6. It follows the Reggio educational philosophy. The nursery opens Monday to Friday from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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