

# Luans Little People Day Nursery

Bassetlaw District General Hospital, Kilton Hill, Worksop S81 0BD



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 22 July 2019   |
| Previous inspection date | 30 August 2018 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires improvement | 3        |
| 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 provider, manager and staff team have worked hard to address the actions raised at the previous inspection. The manager has good leadership skills and an effective overview of how the setting works. She reflects on what she and her staff team need to do to continually improve the practice.
- Children thrive in the welcoming, well-resourced and stimulating environment. They have many opportunities to lead their own play and explore their ideas.
- Staff use their observations of children's play effectively. They plan exciting and interesting activities that enlighten children's curiosity. Staff interact with children in a purposeful way. As a result, children make good progress from their starting points.
- Children have very secure attachments with the manager and staff team. Babies, in particular, thrive from the caring and attentive staff who meet their individual needs highly and effectively.
- Staff in the pre-school room skilfully help children to learn about the importance of keeping healthy and safe. Children understand about eating healthy food as it makes them big and strong. They talk about why it is important to keep safe in the sun, so they do not burn.
- Staff do not routinely exchange detailed information with parents to help them to support children's learning at home.
- Staff's organisation of some routines, such as mealtimes in the toddler room, is not effective. This results in children losing focus in their learning and not fully understanding the benefits of good personal hygiene routines before eating.

## **What the setting needs to do to improve further**

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

- share information with parents more regularly about what children are learning, to help them guide their children's continued development and achievements at home
- review the implementation of lunchtime routines so that toddlers gain a better understanding of the benefits of good personal hygiene practices.

### **Inspection activities**

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector and the manager completed a joint observation of an activity together.
- The inspector held discussions with the manager, staff and children during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of those working on the premises and the qualifications of staff.
- The inspector took account of the views of parents.

#### **Inspector**

Judith Rayner

## Inspection findings

### Effectiveness of leadership and management is good

The manager makes sure that staff have regular supervisory sessions to monitor their teaching practice and the progress of the children. She quickly identifies if staff require any additional training to support their professional development and teaching skills. The manager seeks the views of parents and staff regularly to help improve the setting. For example, there is a strong emphasis on involving parents by sharing their child's activities at home. Parents spoken to on the day of inspection state that they value the support the staff provide for them and their children. Safeguarding is effective. Staff are confident in the procedures they must follow should they have a concern about a child in their care. Staff deploy themselves to meet the needs of children effectively.

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

Staff are well qualified and use their experience and knowledge of child development to support children's learning effectively. They skilfully weave mathematics in to everyday activities to support children's learning. For example, pre-school children count how many sugar cubes are in each cup and compare quantities. Toddlers empty and fill containers with water and learn new words, such as 'heavy'. Babies use numbers during rhyme and singing activities. Staff use effective questioning techniques to enhance children's communication and language development. For example, staff in the baby room repeat words clearly for babies to copy. Staff in the pre-school room give children plenty of time to think and respond to their open-ended and thought-provoking questions. Children excitedly come up with their own ideas and thoughts.

### Personal development, behaviour and welfare are good

Children's behaviour is good. Staff praise children on their achievements, which helps to promote children's self-esteem and confidence. Staff offer good support for children to develop skills that help them to become independent at an early age. For example, toys are presented at a low level for babies to reach and access by themselves. Children spend time outside in the stimulating outdoor environment to help develop their large-muscle skills. They develop their social skills well and play cooperatively with their friends.

### Outcomes for children are good

Children, including those in receipt of funding and who speak English as an additional language, make good progress from their starting points. Children are learning the key skills they need in readiness for the next stage of their learning and for their eventual move on to school. They are active learners. For example, babies excitedly explore the toys outside. They use their large-muscle skills to kick balls and use paintbrushes with water to make marks on the wall. Toddlers explore enthusiastically with flour. They mix different ingredients together and learn about their different senses, such as smell and touch. Pre-school children make confident choices in their play. They demonstrate good levels of independence, for example clearing away their plates after lunch and using knives safely to cut up fresh vegetables.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY550981  |
| <b>Local authority</b>                           | Nottinghamshire County Council  |
| <b>Inspection number</b>                         | 10077880  |
| <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 - 5   |
| <b>Total number of places</b>                    | 56  |
| <b>Number of children on roll</b>                | 108   |
| <b>Name of registered person</b>                 | Luans Little People Ltd   |
| <b>Registered person unique reference number</b> | RP550980  |
| <b>Date of previous inspection</b>               | 30 August 2018  |
| <b>Telephone number</b>                          | 07561841174   |

Luans Little People Day Nursery registered in 2017 and is located in Worksop. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate childcare qualification at level 4, 11 hold level 3, and one holds level 2. The nursery opens all year round from 7am to 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

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