

Little 1 Nursery Ltd

49 Valley Road, Chandlers Ford, Eastleigh SO53 1GS



Inspection date	27 August 2019
Previous inspection date	30 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The leadership and management team commits to providing high-quality care and learning experiences for children. It evaluates the quality of the nursery, which helps them identify areas to improve on.
- The kind and caring staff prioritise children's welfare and emotional security. Staff develop positive relationships with children. This helps children to feel safe, secure and ready to learn. Children are extremely confident and happy as they arrive and keen to take part in activities.
- Staff are positive role models. Children behave extremely well, learn to be polite and show respect and consideration for others and the world around them. For example, children develop strategies to resolve disagreements and solve problems highly successfully for themselves. Children learn the responsibilities of caring for living creatures, for instance, as they feed the nursery's pet giant land snail.
- Staff make accurate assessments of children's learning and use this information to build effectively on what children know and can do. For instance, staff created a shop for the pre-school children where they use coins. This challenges children to use their already good levels of mathematical skills in a practical and fun way.
- Staff provide a very wide range of interesting activities in a very stimulating environment. These engage children well and contribute to their good progress. For example, growing vegetables supports children's understanding of the world around them as they cook and eat the potatoes they grow.
- Managers regularly monitor staff practice, for example, through observing their interactions with children. However, this does not always identify precise areas for development to help raise the quality of all staff's teaching to the highest level.
- Partnerships with parents and other settings children attend are effective. Parents speak highly of staff and the support they provide to them and the children.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice and focus even more precisely on how staff may raise the quality of their teaching to the highest level.

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 spoke with staff, children and parents during the inspection.
- The inspector completed a joint observation with the manager in the baby and toddler room and in the forest school area.
- The inspector held a meeting with the director and the managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery, and sampled children's records.

Inspector

Jacqueline Munden

Inspection findings

Effectiveness of leadership and management is good

Managers monitor children's progress to help them identify and respond to any gaps in learning. They use additional funding effectively to help support those who need it most. Safeguarding is effective. The well-qualified management team has a good understanding of their roles and responsibilities to protect children. They follow stringent recruitment and vetting procedures to ensure staff's initial and ongoing suitability. Staff receive a thorough induction. They know how to identify signs that would lead them to report a concern about children's safety. Managers support staff well overall to develop their skills through training and furthering their qualifications, such as forest school training. This has a very positive impact on the experiences they provide for children's learning and play outdoors.

Quality of teaching, learning and assessment is good

Staff respond to children's interests well. For example, some children said they had been crabbing at the weekend and others have shown an interest in magic wands during their imaginary play. Staff provided ribbons and suggested children create their own fishing rods or wands using the ribbon and sticks they could find in the wooded area. Children showed high levels of engagement and determination as they found sticks and wound the ribbon round them, some learning to tie knots. This helped to develop their fine-motor and early writing skills. Staff skilfully extend children's learning through their discussions with them. For example, they help children solve the problem of how to make their fishing lines longer. Staff introduced new words to extend children's vocabulary, such as 'bow' and 'extra-long'.

Personal development, behaviour and welfare are outstanding

Staff are vigilant and oversee children at all times to keep them safe. They know when to stand back and let children learn to manage risks and try new things. For example, toddlers showed very high levels of interest as they explored the garden and relished stamping in the shallow water. Older children show they are learning the rules staff teach them to help keep themselves safe. They confidently explained that only four children can be on the upper floor of the garden playhouse. Staff support children's care needs extremely well and help them to develop high levels of self-care and independence. Young children are successfully guided towards using an open cup and older children to toilet training. Staff provide many interesting opportunities to help children to learn about and respect their local community. Toddlers show high levels of confidence as they freely explore the texture of paint, paper and their hands.

Outcomes for children are good

All children make good progress in relation to their starting points, including those with communication and language delay. They are well prepared for the next stages in their learning and for the eventual move to school. Babies and toddlers are developing a keen interest in books as they listen intently to stories and turn the pages. They delight in finding out how they can manipulate and change the shape of dough. Older children show well-developed mathematical skills, and some are beginning to form the letters of their names.

Setting details

Unique reference number	EY473794
Local authority	Hampshire
Inspection number	10108884
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	1 - 4
Total number of places	69
Number of children on roll	100
Name of registered person	Little 1 Nursery Ltd
Registered person unique reference number	RP533384
Date of previous inspection	30 June 2014
Telephone number	02380 273 898

Little 1 Nursery Ltd registered in 2014. It is a privately owned setting, one of two provisions registered under the same ownership. The nursery operates from a converted chalet bungalow in Chandlers Ford, Hampshire. It opens from 8am to 6pm for 51 weeks of the year. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 26 members of staff, including the managers who work with the children. Of these, three hold appropriate early years qualifications at level 6, one at level 5, and 15 at level 3.

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