

# The Little Lane Nursery Limited

Silver Lane, Stamford, Lincolnshire PE9 2BT



<b>Inspection date</b>	28 August 2019
Previous inspection date	17 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 management team meets with staff to help them reflect on their practice and to support them to extend their professional development. Staff attend training courses and undertake childcare qualifications, such as a Forest School qualification. This helps staff to deepen their knowledge of how to support children's learning outdoors.
- Staff take small groups of older children for weekly woodland sessions. These provide opportunities for children to explore and investigate the natural world.
- Children work at typical levels of development for their age. This includes children who are in receipt of funding. Children make good progress in their physical development. Older children take and manage risks when they confidently climb trees. They demonstrate their physical strength when they hold onto branches to pull themselves up onto trees.
- Staff explain to children what is expected of them and, as a result, children behave well and are polite. Older children demonstrate a very good understanding of the rules and boundaries when they sit around a 'fire pit'. Children say that they need to 'sit down' and that they are not to have their backs to the fire. This shows their understanding of how they can keep themselves safe.
- Staff plan a wide variety of visits away from the nursery to further broaden children's experiences. For example, they take them to the shops, library and park. This helps children to develop an understanding of their local community.
- Staff support children with special educational needs and/or disabilities well. They put targeted plans in place and work with parents and other professionals to support children's individual learning needs.
- Staff do not consistently give parents ideas or guidance to help them to continue to support their children's learning at home.
- Staff do not consistently support younger children to extend their learning so they can achieve the best possible outcomes.

## What the setting needs to do to improve further

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

- offer all parents ideas and guidance to help them to continue to support their children's learning at home
- strengthen teaching skills so that every opportunity is made to maximise the learning experiences for younger children, to help them achieve the best possible outcomes.

### 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 went with the nursery manager to observe children and staff in woodland.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

The management team evaluates the provision well. It gathers feedback from parents and values the comments they make. Recent changes offer children opportunities to attend football sessions to help develop their coordination and physical skills. The deputy manager monitors how well groups of children are achieving. This helps her to identify any concerns about children's development and to ensure that effective planning is put in place to help close any gaps in learning. Further opportunities are provided for children to extend their understanding of technology. For example, staff talk to older children about e-safety. The management team uses additional funding effectively to promote children's individual needs. Safeguarding is effective. The manager and staff understand their responsibilities regarding child protection. They know where to report concerns about a child or colleague. This promotes children's safety and welfare.

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

Most staff are qualified. They use their knowledge of childcare to accurately observe and assess children's learning. Staff gather information from parents about what children already know and can do when they first start. This helps them to plan for children's good progress. Staff share information with parents about children's achievements. This helps them to know what children are learning. Staff support children's communication and language skills well. For example, they sing nursery rhymes with babies and ask older children a good range of questions. This helps children to develop their thinking and speaking skills.

### Personal development, behaviour and welfare are good

Children experience sociable mealtimes where they sit and talk with their friends and staff. These experiences contribute to their communication and social skills. Staff are very responsive to babies' needs. For example, when babies show uneasiness when visitors arrive, staff provide them with cuddles, comfort and reassurance. Staff promote children's emotional well-being effectively. They ask children to carry out small tasks. For example, older children hand out forks to their friends at mealtimes. This helps them to gain a sense of responsibility. Staff encourage children to be independent. Older children serve themselves food and pour their own drinks. Younger children feed themselves.

### Outcomes for children are good

Children are creative and show their imaginative skills. Outdoors, older children use their hands to dig a hole in soil. They tell staff that they are pretending to 'dig for treasure'. Children demonstrate their understanding of the world. Younger children put toy telephones to their ear and show their understanding of how to use technology. Older children find feathers in woodland and guess what birds they have come from. All children are happy and show a strong sense of belonging in the nursery. They are eager to take part in activities. Children develop key skills in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY492770
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10076544
<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 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	The Little Lane Nursery Limited
<b>Registered person unique reference number</b>	RP534840
<b>Date of previous inspection</b>	17 February 2016
<b>Telephone number</b>	07841596214

The Little Lane Nursery Limited registered in 2015 and is situated in Stamford. The nursery employs 19 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, one holds a qualification at level 5 and one holds a qualification at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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