

Inspection of Little Pickles

The Pavilion, Calf Close, York YO32 3NX

Inspection date: 4 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are confident and happy in this caring and welcoming nursery. Staff play and engage with children and provide a good level of reassurance to them. Staff have a good knowledge of each child's unique characteristics. Children develop a strong sense of security and trusting relationships with staff, which support their emotional well-being successfully. Children behave well. They have a clear understanding of what is expected of them because rules are embedded from a very young age. Children learn about friendships and show good levels of confidence in social situations. They listen to each other with genuine interest and enjoy communicating as a group during lunchtime about their likes and dislikes. Children develop a good knowledge about healthy lifestyles and where their foods come from. For example, they talk about where apples and oranges grow at snack time. Children have many opportunities to build on their physical development to support their well-being and growth. For instance, they enjoy time in the adjoining playing fields and woodland. They are becoming more curious about the wonders of the world around them. Children demonstrate a good understanding of the importance of following good personal hygiene routines. For example, when staff ask children why they wash their hands, children say, 'We will get germs.' Managers are very passionate about the nursery provision and have high expectations for children's learning and their readiness for school. They use staff's assessments of children's learning to closely monitor the progress children make.

What does the early years setting do well and what does it need to do better?

- The manager uses effective systems to monitor the breadth and quality of the curriculum. This includes the tracking and analysis of children's next stages in learning so that all children make good progress.
- The manager accurately evaluates the setting and clearly identifies its strengths and areas for development. The manager consistently reflects on the service she provides and how it can be improved. For example, she regularly collects the views of parents and the children that attend.
- Staff incorporate children's interests into the activities they plan for the children. Children's imagination is sparked as they search for bears in the outdoor environment. They laugh and giggle as they use binoculars to look into the trees.
- Staff provide enjoyable opportunities for children to develop their mathematical skills. For example, they count out loud the number of footsteps children need to take when they play a game.
- Staff keep parents well informed about their children's development and offer ideas to support children's learning at home. Parents make very positive comments about the setting and value the genuine friendliness of the staff.
- Staff use their knowledge of how young children learn and develop. Their good

teaching skills help children build skills for the future. Staff's interaction is good and they model play and language well. Staff encourage children to think and learn as they ask questions. However, sometimes, staff are not mindful enough of giving children sufficient thinking time when asking questions before they provide the answer themselves. For some children, this does not give them the opportunity to offer their own ideas, thoughts or suggestions.

- Multi-agency working is successful. Staff work closely with other agencies, such as health visitors and speech therapists, to share important information and help children and families to get the help they need. This supports children with special educational needs and/or disabilities to make good progress.
- Managers support staff to access training. This helps to improve staff's skills. Managers have effective systems in place to monitor staff's performance and assess their workload. They guide and support staff with suggestions and targets for staff's self-improvement.
- Children are curious and like to ask visitors questions. Children practise early writing skills in a range of ways, and some recognise letters and can sound these out. They use numbers in play and within the nursery routines. Children are learning key skills in readiness for their next stage in learning.
- On occasions, staff do not make the most of opportunities to encourage children to take responsibility for routine tasks and further develop their independence.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. This includes identifying when children may be at risk of extreme views or behaviours. Staff have received appropriate training to secure their understanding of their roles and responsibilities. They are vigilant about monitoring children's welfare and take prompt, appropriate action if they have any concerns about a child's welfare.

What does the setting need to do to improve?

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

- strengthen opportunities for children to take responsibility for small tasks that build their growing independence
- increase staff's expectations during their interactions with children so that children are consistently given more thinking time to offer their own ideas, thoughts or suggestions.

Setting details

Unique reference number	EY547766
Local authority	York
Inspection number	10107377
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	10
Name of registered person	Trivett, Sarah Louise
Registered person unique reference number	RP547765
Telephone number	01904 764164
Date of previous inspection	Not applicable

Information about this early years setting

Little Pickles registered in 2017 and is situated in York. The nursery employs two members of childcare staff at level 5 and above, including the manager who holds a BA Honours degree in Early Childhood Studies and holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Dent

Inspection activities

- The inspector held a meeting with the manager and looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector completed a learning walk with the manager across all areas of the setting, inside and outside, to understand how the setting and the curriculum are organised.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.
- The inspector held discussions with the staff and children at appropriate times during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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