

# Inspection of Little Ozzies Limited

S S OSMUND AND ANDREWS RC PRIMARY SCHOOL, Falkirk Drive, Bolton BL2 6NW

---

Inspection date: 9 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly on arrival and immediately seek out their friends and staff to excitedly share their news. They are happy, confident and demonstrate that they feel safe in their surroundings. Staff are calm, caring and meet children's individual needs well. They take time to listen to children's ideas and suggestions, and use detailed information from parents to establish children's interests and existing skills and abilities. This helps the staff team to plan stimulating activities that immediately reflect what children like and what they need to learn next. Staff create an inclusive environment where children's home cultures and languages are highly valued. For example, they use visual aids and key words to support children who speak English as an additional language. The environment is bright and welcoming. Resources are of a high quality and are organised and used effectively. Children benefit from the staff's positive attitude and enthusiasm. They become actively engaged in a wide range of experiences and are motivated to learn. However, occasionally, staff miss opportunities to challenge children in their learning. That said, children make good and steady progress and are acquiring the skills and attributes needed for the next stage in their learning.

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

- Children's play and learning needs are clearly understood. The nursery's robust assessment procedures mean that children's progress is monitored effectively and staff are aware of each child's abilities. Sometimes, however, staff do not maximise opportunities to strengthen and extend children's emerging understanding and challenge them in their learning. For example, when introducing animals such as a badger and a fox or naming facial features when looking into a mirror.
- Babies and young children benefit from increasing opportunities for exploratory play. They happily handle and investigate toys and resources of different shapes, sizes and textures. Toddlers freely explore their surroundings. They enjoy role play, mark-making and building with different construction toys. Babies and young children investigate the texture and properties of a variety of materials, such as paint, dough, water and ice.
- Children learn about sharing, taking turns and how to cooperate as they play through careful guidance from the staff. Interactions between staff and children are good and through the use of praise and encouragement, children's self-esteem is developing well. For example, staff celebrate children's efforts using a smiley face reward chart, displayed on the wall for children and parents to see.
- Excellent attention is given to children's emerging language skills. Staff consistently model language effectively and provide a running commentary, repeating vocabulary and extending sentences. This supports children in becoming skilful communicators who are able to articulate their ideas, thoughts

and feelings.

- Staff read to children with great enthusiasm. Books are attractively set out to nurture children's enjoyment in reading and to encourage them to select these independently. Children share their favourite stories with staff. They turn the pages independently and are encouraged to talk about what they see and predict what might happen next.
- Children are beginning to learn the importance of healthy lifestyles. They are provided with nutritious meals and frequently engage in energetic play. The nursery chef regularly provides healthy cooking activities for children and grows produce in the garden to help children understand where food comes from. However, very occasionally, staff do not fully maximise children's well-being as they do not always wash their hands after helping children to wipe their nose.
- Staff value and respect parents as partners in their children's learning. They exchange detailed information about children's development and guide parents in precise ways to support children's learning at home. Parents' comments are extremely positive and partnerships with parents are a key strength of the nursery.
- The dedicated manager and her committed team show a strong focus and passionate drive to provide high-quality care and education for children. Self-evaluation processes actively contribute to sustaining the very effective provision. Staff are supported through purposeful supervision meetings and their practice is frequently observed. They engage in a wealth of training opportunities that help to improve their already good practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager develops and implements policies for the nursery that ensure children are well safeguarded. The premises are very secure and all staff undergo rigorous recruitment and induction procedures. Senior staff have attended advanced safeguarding training and all other staff receive immediate training as part of their induction. They discuss safeguarding at team meetings to reflect on procedures and ensure staff fully understand their roles and responsibilities. Subsequently, staff know how to protect children from harm and report any concerns they may have about children's welfare or the practice of a colleague.

## **What does the setting need to do to improve?**

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

- support staff to further develop their already good teaching skills, so that they maximise opportunities to extend and challenge children in their learning
- ensure staff consistently implement the nursery's high expectations with regard to hygiene procedures.

## Setting details

<b>Unique reference number</b>	EY467456
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10106031
<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 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Little Ozzies Limited
<b>Registered person unique reference number</b>	RP902895
<b>Telephone number</b>	01204331928
<b>Date of previous inspection</b>	23 January 2014

## Information about this early years setting

Little Ozzies Limited registered in 2013 and is situated within the grounds of SS Osmund and Andrews RC Primary School, in the Brightmet area of Bolton, Greater Manchester. The nursery works in partnership with the maintained school nursery provision on site and also offers out-of-school provision within the school. The nursery and out-of-school club open Monday to Friday, all year round, except for a week at Christmas and on bank holidays. The out-of-school club opens from 7.30am until 8.45am and again from 3.30pm until 6pm during term time, and from 7.30am until 6pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children. It employs 15 staff, 11 of whom hold appropriate early years qualifications at level 3 or above, including the manager, who holds qualified teacher status.

## Information about this inspection

**Inspector**  
Karen Cox

## Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector observed the interactions between staff and the children and considered the impact on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled documentation, including staff's qualifications, children's records and evidence of paediatric first-aid training.
- The inspector spoke to children and parents throughout the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019