

# Inspection of Little Weavers Day Nursery

373 London Road, Northwich CW9 8EG

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Inspection date: 11 September 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>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

The nursery is welcoming, and children are enthusiastic to attend. Children enjoy exploring the outdoor play area and taking part in a range of interesting activities. Babies experience and explore a wide range of stimulating learning opportunities, such as painting, sand and water. Children have strong bonds with all the staff. They also have good friendships with each other and manage their own behaviour well. Staff in the pre-school room help children recognise their name and the sounds letters represent. Pre-school children also gain good skills in managing their own personal needs, for example putting on their coat or washing their hands independently after using the bathroom. Toddlers enjoy role play and interacting with staff, who provide lots of praise and encouragement. Staff mirror language well as they read books and sing rhymes. This enables children to extend their communication skills.

Staff have a strong focus on improving outcomes for children with special educational needs and/or disabilities. They seek support from the nursery's designated special educational needs coordinator and use strategies from speech and language therapists, to support children from an early stage. Therefore, any gaps in children's learning are addressed quickly. Children learn about their local community and the world around them. They regularly visit the local fire station and travel on buses to various places of interest. During a visit by the local dentist, children participate in activities which support them to gain a good understanding of how to care for their teeth. These experiences also help to extend children's understanding of healthy eating.

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

- On the whole, children access a wide variety of activities on offer. However, less confident children are not always encouraged to fully participate and at times can be overshadowed by their more self-assured peers. Managers gain the views of staff and parents to help review what works well and what could be improved. For example, parents comment positively on how well staff use the large physical playroom and how this helps to further enhance their child's physical play and development.
- Parents compliment the staff and managers with regards to the family-orientated and homely childcare environment. Parents recognise and appreciate that staff work in partnership with them. Staff regularly share information about children's learning and development and about their daily routines. Parents attend regular parents' evenings and comment that staff help all children settle well and that they receive lots of information about their child's progress.
- Staff have a good understanding of how their key children learn and develop. They monitor children's progress accurately, so they are able to focus on the

next stage of their learning and prepare them for their transition to school. Staff have developed effective and unique ways to teach children letters and sounds. Pre-school children excitedly sneak under a large parachute and proudly sound out the letters of their name.

- Managers and staff have high expectations for all children who attend the nursery. All children make good progress from their starting points. Staff skilfully promote children's interests. For instance, when children notice tree surgeons cutting down trees in a garden, staff use this to have impromptu discussions. Children learn about the unique skills of the tree surgeon.
- Staff provide all children with new experiences aimed at various levels to meet their different learning needs. For example, babies learn how to use all their senses as they explore ice cubes melting. Staff extend the babies' vocabulary as they skilfully introduce new words, such as 'cold', 'warm', 'full' and 'empty'. Staff provide appropriate challenge for the most able children. However, less confident children, on occasion, are not encouraged to have a go and fully participate in all the learning opportunities. Children have lots of opportunities for physical exercise in the outdoor area. Additionally, they gain an appreciation of the natural world as they look for bugs and are supported by staff to see how things grow.
- Mealtimes are sociable and relaxed. Staff support babies and toddlers to gain independence and self-help skills. Older children serve their own meals, pour their own drinks and help prepare the tables for snacks and meals.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff understand how to recognise possible signs that may indicate a child is at risk of harm or abuse. Staff are aware of how to report any concerns to the relevant agencies. Staff also demonstrate that they would be confident to implement procedures in the event of an allegation being made against a member of staff or a manager. Managers ensure staff keep their safeguarding knowledge up to date and regularly test their understanding with relevant safeguarding scenarios.

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

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

- provide more opportunities during group time, so that all children are able to fully participate and extend their learning and confidence.

## Setting details

<b>Unique reference number</b>	EY553331
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10122691
<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>	58
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Little Weavers Day Nursery Limited
<b>Registered person unique reference number</b>	RP553330
<b>Telephone number</b>	01606 44499
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Weavers Day Nursery registered in 2017. The nursery employs 13 members of childcare staff. The manager and the provider hold early years professional status. Six members of staff hold qualifications at level 3 and two members of staff hold a qualification at level 2. Three members of staff are unqualified. The nursery opens from Monday to Friday, all year round, except the Christmas break and bank holidays. Sessions are from 8am until 6pm. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alison Tranby

## Inspection activities

- The inspector conducted a tour of the nursery and observed children during their daily activities.
- The inspector assessed the quality of teaching and the impact this has on children's learning.
- The inspector held discussions with staff, children and parents, at appropriate times during the inspection.
- The nursery management team and the inspector held meetings.
- The nursery manager and the inspector held two joint observations.
- The inspector looked at a sample of documentation, including policies and procedures, and checked evidence of the suitability of the staff working at the nursery.

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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