

# Inspection of Little Tots Nursery

Wick Community Centre, Silva Island Way, Wickford SS12 9NR

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Inspection date: 6 January 2020

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<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	Not applicable

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

### **The provision is good**

Children have big smiles on their faces and are thrilled to see their friends and staff after the Christmas holidays. They safely move between the indoors and the garden throughout the session. Children are fascinated by scarves blowing in the wind, excitedly noticing the trees also move and wave. Babies curiously explore silver foil and enjoy the rustling sound it makes. They repeatedly place an object in a pan, laughing that it is still there when they lift the lid.

Children are busy and active. Older children clamber on crates and confidently use low-level stilts. They do not give up when they lose their footing and soon regain their balance. Younger children smile proudly as they pull themselves up to stand and then take a few steps. Children feel secure to express their emotions. They can choose to place their name on a 'happy' or 'sad' board. Staff sensitively support them to find a favourite activity to cheer them up, if necessary.

Children develop listening skills through enjoyable, attention-grabbing activities. They concentrate as a member of staff rings a bell and compare this to the sound of the instrument they have in their hand. Children use interesting words, such as 'cream of tartar', and say they are 'scooping up the earth' as they play with a digger truck.

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

- The manager works closely with managers of the other settings in the partnership, sharing their skills and knowledge, to raise the standard of practice overall. For instance, they developed a comprehensive supervision and induction programme to mentor new staff, promoting their well-being from the start. The manager continually monitors practices, meeting with staff regularly to discuss concerns. Staff feel well supported.
- The team works together to make improvements in the nursery. For example, the book area was moved into the middle of the room to foster and strengthen children's interest in books. Staff decided to replace large-group times with smaller group activities that children choose to join, if they wish. They explain this has resulted in fewer interruptions in children's learning, encouraging deeper involvement in activities of their choice.
- Regular assessments help staff to know their key children very well. Skilful interactions, and a responsive approach, build on what children already know and can do. For example, children enjoy identifying shadow animals, and a member of staff suggests they get chalk to draw around the shapes. When a child queries why ink is making the paper wet, the member of staff compares this to the printer they have at home.
- Children choose to make dough. A member of staff makes the activity enjoyable

as she guides them through a simple recipe, supporting their early mathematical and literacy development. Children recognise the numbers that show how many spoonfuls they need, enthusiastically counting to eight as they measure out the flour.

- Staff in the baby room are nurturing and caring. Children approach them for support and comfort and are reassured with calming words and cuddles. Staff take account of babies' individual routines from home, although this occasionally means their natural sleep patterns may be disturbed.
- The special educational needs coordinator is exceptionally committed to ensuring that children with special educational needs and/or disabilities receive the best possible support. She is extremely knowledgeable and works closely with staff and other agencies to implement effective plans and provide professional guidance. Visual aids are used throughout the setting and help children recognise what is happening next. All children are welcome to join in with activities tailored to their specific needs. They excitedly anticipate exercise and music sessions and eagerly take part.
- Staff sit with children to create a sociable lunchtime. They talk about food that is good for them, and children clear the table when they have finished. However, in contrast to the general ethos of the setting, children have fewer opportunities to make their own choices and express their preferences at mealtimes.
- The manager and staff successfully communicate with parents to involve them in their children's learning. Parents comment how well their children settle and the good progress they make.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff clearly understand the procedures to take if they have concerns about a child's welfare. They confidently identify the signs and symptoms that could indicate that a child may be at risk of harm. The staff team has completed recent safeguarding training which included information about wider issues such as the 'Prevent' duty. There are robust recruitment and induction procedures in place to assess staff's suitability from the start, including undertaking relevant background checks. Children's attendance and accident records are closely monitored to identify any patterns that may alert staff to issues that can affect their well-being.

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

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

- build on the already strong partnerships between parents and key persons, with particular regard to reviewing and agreeing babies' sleep needs
- review the organisation of routines, such as mealtimes, to fully support children's individual needs and their increasing self-help skills.

## Setting details

<b>Unique reference number</b>	EY550391
<b>Local authority</b>	Essex
<b>Inspection number</b>	10133671
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	31
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Lorraine Porter and Vanessa Matthews Partnership
<b>Registered person unique reference number</b>	RP908140
<b>Telephone number</b>	07791 275183
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Tots Nursery registered in 2017. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above and two hold a level 2 qualification. The nursery operates all year round. Sessions run from 8am to 6pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Fiona Sapler

## Inspection activities

- The manager showed the inspector around the setting and talked about how they organise the provision and plan for children's learning and development.
- The inspector spoke to the manager, staff and children at convenient times throughout the inspection.
- The inspector observed children engaged in activities indoors and outside and assessed how interactions build on their existing knowledge and skills.
- Staff shared information about their key children and the progress they make.
- The inspector spoke to parents and took account of their views.
- The inspector reviewed a range of documentation including the setting's safeguarding policy and staff's first-aid certificates.

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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