

Inspection of Little Scholars Nursery

12 Wellesley Avenue, Derby DE23 1GQ

Inspection date: 31 January 2020

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 welcomed into a warm, homely setting. They demonstrate that they are eager to learn, and settle to activities quickly. Children have access to a wide range of exciting resources to support all areas of learning. They have opportunities to explore the outdoors to promote their physical skills. Children run freely from the climbing frame to the see-saw. They demonstrate that they are happy and safe. In the toddler room, children confidently sing and complete the actions to 'twinkle, twinkle little star'. They have fun as they look in the mirror, and giggle with their friends at the funny faces they make.

Children are encouraged to be independent from an early age. Babies and toddlers feed themselves and have developed good physical skills. Children enjoy social mealtimes. They behave very well and are patient as they wait their turn to wash their hands before eating. Children eagerly help practitioners to tidy away their cups and plates after they have eaten. Children benefit from positive role models and learn from adult interactions the difference between right and wrong. Practitioners praise children's behaviour as they help to pack away toys after they finish exploring and building towers.

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

- Practitioners working with babies are sensitive and ensure their needs are met. Babies have plenty of space to support their physical development as they crawl, cruise and walk around the room happily. They are confident to explore the inviting learning environment.
- Children develop secure attachments and relationships with their key person. Babies are excited and fully engaged as practitioners read stories to them. Practitioners support babies to build upon their language skills by introducing and repeating words such as 'aeroplane' and 'duck'.
- Practitioners have a good knowledge of how to observe children, identify any gaps in development and plan activities to support children's learning. However, practitioners do not consistently use information gained from assessments to inform planning for what the children need to learn next.
- Parents value practitioners' support for children with special educational needs and/or disabilities. They feel that their children are well supported to integrate with the other children fully. The manager seeks additional funding for resources, such as specialist bikes, and relevant training to meet children's needs.
- Practitioners think of interesting ways for children to practise their physical skills. They use scissors to 'snip' tissue paper as they make a paper salad. Practitioners discuss the colours of the paper and shapes children cut out. This supports children's understanding of mathematical language.

- Practitioners plan exciting outings for children to expand their learning experiences. On a walk to the local supermarket, children discuss different types of transport such as lorries, bikes and police cars. Practitioners extend children's learning as they discuss the role of the emergency services and how they help to keep us safe. This supports children's understanding of the wider community.
- Leaders and managers support practitioners to know their responsibilities. Practitioners benefit from a detailed induction and regular one-to-one meetings. However, continuous professional development opportunities are not used to increase individual practitioners' understanding of how to deliver the curriculum.
- Practitioners provide children with healthy and nutritious meals and snacks. During mealtimes practitioners talk to children about the healthy vegetables they eat to support their understanding of healthy eating. Children behave well. They are very polite and say 'please' and 'thank you'.
- Leaders and managers work in partnership with parents and outside agencies to support children's learning and development. They liaise closely with local schools to support children's school readiness. Practitioners build on children's social skills and confidence in preparation for school. Practitioners invite teachers to meet and observe children in the nursery. This helps to create a smooth transition for children, supporting their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Managers know their responsibilities to safeguard children. They have a secure understanding of how to respond to potential safeguarding issues promptly to ensure that children are protected from harm. Practitioners understand how to identify and act on concerns about children's welfare. The manager updates their safeguarding knowledge through regular meetings and training. When recruiting new practitioners, she follows safer recruitment processes to ensure they are suitable and have the skills they need to take up their roles in the nursery. Practitioners carry out risk assessments to identify and minimise any hazards and help them provide a safe environment for children.

What does the setting need to do to improve?

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

- build on arrangements for the continuous professional development of staff to increase their understanding of how to deliver the curriculum
- continue to improve observation and assessment procedures to fully support children's learning and development.

Setting details

Unique reference number	EY550368
Local authority	Derby
Inspection number	10143578
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	31
Number of children on roll	53
Name of registered person	Springtime Derby Limited
Registered person unique reference number	RP550367
Telephone number	01332271608
Date of previous inspection	Not applicable

Information about this early years setting

Little Scholars Nursery re-registered in 2017. The nursery employs nine members of childcare staff. Of these, eight hold a relevant childcare qualification at level 3 or above. The nursery opens from 7.45am until 6pm. It offers funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Chantell Walker

Inspection activities

- The inspector completed a learning walk across all areas of the nursery. The inspector spoke with the provider and practitioners to gain an understanding of how the early years provision is planned and the curriculum is implemented.
- The inspector completed a joint observation with the manager. The inspector and the provider evaluated the teaching and learning that took place.
- The inspector held a meeting with the nursery provider. She looked at relevant documentation, such evidence of the suitability of practitioners working in the nursery, and training.
- The inspector held discussions with parents, practitioners and children at appropriate times throughout the inspection.
- The inspector tracked the experiences of three children.

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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