

Inspection of Little Impressions Day Nursery

Unit 9, St. Albans Road Industrial Estate, St. Albans Road, Stafford, Staffordshire
ST16 3DR

Inspection date:

21 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily at nursery and settle quickly into their environment. They are highly confident and speak to new people with ease. This shows that children feel safe. Children form positive relationships with staff, who are kind and caring.

Children access well-resourced environments and join in with activities on offer. Younger children enjoy exploring paint and make marks using different tools, such as brushes and rollers. However, staff provide the activity for children to create a product to display. Although staff know children well, they do not have a clear enough understanding of what children need to learn next. Consequently, activities that they plan do not help children to make continuously good progress in their learning and development.

There are inconsistencies between the manager's understanding of the curriculum and how staff implement it. The manager explains that the curriculum is planned to promote children's high level of independence. However, staff's expectations of children vary. At mealtimes, children do not have opportunities to carry their own plates or tidy up after themselves. Staff mix children's food together for them so it is easier for them to eat with a spoon or fork. Staff do not always extend the opportunities for children to learn new skills in order to prepare them for the next stage in their learning.

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

- Staff complete regular assessments of children's development. However, they do not use this information to identify what children need to learn next in order to plan experiences to extend their learning. The quality of teaching is variable. Some staff lack knowledge of the areas of learning they teach. For example, during a group time activity for children aged 18 months to two years, staff focus on the days of the week, date, and months of the year. They count to 21 with the children. Children do not understand and become bored because this is beyond their abilities and does not support their individual learning needs.
- Children generally behave well. They are able to share resources and take turns listening to each other. However, at times, older children wait for a long time for the next activity. This impacts on their behaviour and the volume of noise in the room increases to a high level. Children struggle to communicate with each other and staff. That said, they have a positive attitude towards learning and quickly engage in their play when they are able to.
- Staff support children to develop their physical skills. Older children learn how to safely use scissors. They show high levels of control when cutting along lines. Staff create an obstacle course outdoors for two- and three-year-old children. They help children balance and move safely between levels. Children learn to

negotiate space well as they pretend to be a train.

- Staff and managers build effective partnerships with parents. Staff gather information from parents about their child's experiences at home. They draw on this to ignite conversations with children. Parents speak positively about the nursery. Parents comment that they are provided with regular updates about what their child is learning. This helps to promote a continuation in children's learning.
- Children with special educational needs and/or disabilities are well supported. The dedicated special educational needs coordinator works with staff, parents and other professionals to identify any children who may be falling behind. Individual plans are put in place for these children to help close gaps in their learning and development.
- The management team has taken steps to improve risk assessment procedures. Staff have received training on how to identify risks to children's safety, but this is not yet fully effective. Staff do not consistently implement the agreed risk assessment measures to minimise the risks associated with a high-level climbing frame. However, managers respond immediately to this and take action to keep children safe.
- Staff have access to training and professional development opportunities. Staff working with the youngest children have recently undertaken training to improve their knowledge of how to meet their needs. The manager has identified weaknesses in the planning system. She recognises that staff require more support and training to improve this further. However, this is not yet having an impact on the overall quality of experiences offered to children, including tackling the weaknesses in the quality of teaching and organisation of activities.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers undertake regular training to maintain their knowledge of how to safeguard children. They are alert to signs that could indicate that a child is at risk of harm and understand the procedures to follow to report any concerns about a child's well-being. Recruitment procedures are robust. Staff understand what information they must share with managers. Managers obtain all necessary information for staff in order to make an informed decision about their suitability to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve risk assessment so that all staff are able to identify any risks to children's safety and take action to reduce or minimise risks in a timely manner	19/07/2021
improve the use of planning so that children are consistently provided with challenging and enjoyable experiences that take account of their individual needs and stages of development to support them in making progress in their learning and development	19/07/2021
provide all staff with support to undertake appropriate training and professional development opportunities to ensure they continuously offer quality learning and development experiences for children.	19/07/2021

Setting details

Unique reference number	EY360529
Local authority	Staffordshire
Inspection number	10198350
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	61
Number of children on roll	107
Name of registered person	Play Paradise Nurseries Limited
Registered person unique reference number	RP902388
Telephone number	01785 252777
Date of previous inspection	13 October 2017

Information about this early years setting

Little Impressions Day Nursery registered in 2007. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. There are 23 members of childcare staff employed. Of these, 13 hold appropriate childcare qualifications at level 2 and above, including one who holds level 5 and one who holds level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk to understand how the provision and curriculum are organised.
- The manager and the inspector carried out a joint observation to evaluate the quality of teaching.
- The inspector sought the views of parents and spoke to children at appropriate times during the inspection.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact this has on children's learning.
- The inspector held a meeting with the manager and provider and looked at relevant documentation and evidence of staff's suitability.

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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