

# Inspection of Precious Little Ones

Former Methodist Church, Boardmans Lane, St. Helens, St Helens Council WA9 1QU

---

Inspection date: 27 July 2021

<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**

Staff have high expectations for all children in this welcoming and inclusive environment. They have formed strong bonds with their key children. Staff praise children's positive behaviour, efforts and achievements, which helps children to feel good about themselves. Children take turns, share resources willingly and play cooperatively. Staff respond swiftly to babies' needs. For example, when babies are tired or upset staff provide cuddles and gentle words to soothe them. Children develop excellent independence skills for their age. They take themselves to the toilet, wash their hands thoroughly and put on aprons, dressing up outfits and shoes by themselves. Children are confident and behave well. Staff act as positive role models and provide children with clear boundaries. This ensures that children know what is expected of them.

Children demonstrate they feel safe and happy and are confident to initiate and choose their play. They readily demonstrate positive behaviours, such as patiently taking turns to speak and listening carefully to their friends. They are very kind and helpful. While children's families are not able to enter the nursery building currently due to the COVID-19 (coronavirus) pandemic, parents are very positive about the nursery and describe the supportive contact they receive. Staff use electronic systems, telephone calls and contact during arrivals and departures to share information about children's progress with families. Children have learned to adapt to the new routine and separate with ease from their carer as they are greeted by familiar key staff.

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

- Children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language make good and sustained progress from their starting points. Key persons have high expectations for the children's learning, based on their knowledge of children's interests and learning styles. The additional support in place for children with SEND is a strength of the setting. Support plans are routinely reviewed with parents and external professionals to ensure continuity and progression for children.
- Staff focus on developing all children's speech, language and communication. Staff repeat babies' vocalisations, which reinforces that their sounds are important and show meaning. While playing alongside older children, staff talk with them, introducing new words or using signs to support their understanding. Staff use words from children's home languages when counting, reading stories and on displays. All children, including those who are learning English as an additional language, talk confidently with others.
- The manager understands the importance of supporting staff well-being. She takes active steps to ensure that staff feel supported, listened to and valued.

Staff attend regular supervision meetings and access a wide range of training programmes to support their ongoing professional development. However, targets are not as strongly focused on supporting staff to improve the quality of the curriculum, particularly in mathematics. For example, when gaps in children's mathematical development arose, the manager arranged for staff to attend relevant mathematical training. Despite this, staff do not always identify when children can practise and refine their mathematical skills further.

- Staff working with babies are caring and attentive and babies show they feel safe and secure. Staff ensure routines from home are well known and followed, which helps babies to develop strong attachments. Babies approach staff for comfort and confidently engage with visitors to the nursery. Babies are eager to explore and show sheer determination as they begin to move themselves in new, exciting ways as they shuffle on their fronts, refusing to give up. This nourishes children's physical development and self-confidence.
- Staff provide children with a rich set of experiences that promote an excellent understanding of the community and the wider world. Children discuss how they are all individual and unique. Furthermore, staff arrange for people from the local community, such as police officers, to come and talk to children about their roles.
- The manager and staff have effective partnerships with parents. Staff engage parents well in children's learning and regularly exchange information about their achievements at home and in the setting. This helps parents to support their child's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have a good knowledge of a wide range of safeguarding issues and how to help keep children safe. They know the signs and symptoms of potential abuse and have a secure understanding of the procedures to follow if they have concerns about the welfare of a child. The manager works closely with partner agencies to support children effectively. The manager regularly updates staff training to support safeguarding knowledge, which includes training around safeguarding concerns, such as female genital mutilation. Robust recruitment procedures ensure that all staff are suitable. Thorough induction and ongoing support from the manager ensures that staff remain alert to their responsibility of keeping children safe.

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

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

- ensure staff receive precise and timely feedback, to develop the quality of the curriculum to an even higher level.

## Setting details

<b>Unique reference number</b>	EY559740
<b>Local authority</b>	St Helens
<b>Inspection number</b>	10059401
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	73
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Precious Little Ones St Helens Ltd
<b>Registered person unique reference number</b>	RP559739
<b>Telephone number</b>	01744 759030
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Precious Little Ones registered in 2018. It is situated in St. Helens, Merseyside. The nursery employs 13 members of childcare staff. Of these, 10 hold an appropriate early years qualification at level 3, two at level 4 and one at level 6. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the setting.
- The manager explained the nursery curriculum during a learning walk with the inspector.
- The inspector held a leadership meeting with the manager. She reviewed a variety of documents, including qualifications, first-aid certificates and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation of an activity with the manager.
- Parents' views were taken into consideration on the inspection day.
- The inspector spoke with staff and children at appropriate times during the inspection. Children shared their views about what they enjoy 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.

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 2021