

# Inspection of Little Pioneers Nursery & Pre-School, Rose Hill.

The Oval, Ashurst Way, Rosehill, Oxford, Oxfordshire OX4 4UY

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Inspection date: 9 August 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children are happy and safe within their rooms. Staff sensitively meet children's individual needs. They offer children good levels of reassurance, such as on arrival as procedures have changed due to the COVID-19 (coronavirus) pandemic. This means that parents now leave their children at the door on arrival.

Children settle well in their rooms. They benefit from a vibrant and well-resourced play environment. For example, younger children make 'cakes' in the mud kitchen and involve staff in their play. Staff plan well for all children's learning. Overall, they have high expectations for each child. For example, younger children's interests are supported well as they enjoy exploring and painting with real fruits. All children enjoy group activities, during which they take part in singing songs. Their social skills and patience are enhanced as they wait for their friends to choose props related to songs from a box.

Children with special educational needs and/or disabilities have their needs met effectively. All children's independence and behaviour is promoted well at the nursery, especially during mealtimes. For instance, staff encourage good manners and help younger children to learn to feed themselves. Older children are supported to serve their own lunch and wash up their crockery.

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

- Staff are good role models for children. They teach children to be kind and respect others. Younger children willingly pass toys and books to each other. Friendships between older children are blossoming well. For example, they harmoniously explore utensils and pasta together and hold hands as they play.
- Children's independence is developing well. For instance, they confidently make decisions and make choices about their play. Older children learn skills, such as putting on and fastening their own coats. Staff are attentive to children's care needs. They help children feel secure, such as when they drift peacefully off to sleep.
- Staff have a strong understanding of the areas of learning and know how the activities support children's development. They plan an interesting curriculum based on children's interests and individual needs. For example, older children who have an awareness of letters and sounds have time to practise these. However, at times, some older children do not receive enough challenge or the adult guidance during activities they need. This means that, occasionally, some children are not purposefully engaged in learning.
- Staff support children's communication and language skills well, overall. Some staff skilfully interweave new words into play, such as 'enormous' and support children's mispronunciation of words. However, at times, some staff do not give

children sufficient time to think and respond to questions they ask.

- Staff work effectively with other professionals involved in children's care. They seek interventions in a timely manner and work successfully to support children's transitions to school. Additional funding is used well to help close any gaps in children's learning, including those children with special educational needs and/or disabilities. Staff have regular meetings with other professionals. This helps them to stay updated with how to support children's specific needs.
- Partnerships with parents are positive. Parents speak highly about their children's care. They comment that they receive consistent feedback about their children. Parents report that during the COVID-19 pandemic closure staff provided activity videos, songs and stories for them to enjoy with their children. This helped to support children's learning when they were unable to attend the nursery.
- Children receive good support to develop their understanding of the wider world. For instance, they help to make care bags for homeless people in the locality and bookmarks for use in the library. Children have opportunities to be physically active. For example, they play outside and develop new skills, such as bike riding.
- Staff feel well supported at the nursery. They say that the management team offers them opportunities to develop their practice. This includes undertaking regular professional development and opportunities to gain qualifications.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff supervise children carefully and they follow good procedures to ensure their safety. For example, they complete risk assessments and undertake regular head counts of children. Staff have a good knowledge and understanding of their roles and responsibilities to safeguard children. They know how to make a referral as needed. All staff receive good support in expanding their awareness of safeguarding. For instance, the management team provides regular quizzes and training, including learning about the 'Prevent' duty to help them keep updated with information. Recruitment procedures are robust and ensure that staff working with children are suitable to do so.

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

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

- support staff to recognise when to extend and challenge children's interests more consistently, to help them make more rapid progress
- help staff to build on their interactions with children, to give them more time to think and respond and to help them develop their own ideas successfully.

## Setting details

<b>Unique reference number</b>	EY277886
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10201866
<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>	61
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	The Midcounties Co-Operative Limited
<b>Registered person unique reference number</b>	RP900862
<b>Telephone number</b>	01865 401852
<b>Date of previous inspection</b>	27 April 2018

## Information about this early years setting

Little Pioneers Nursery & Pre-School, Rose Hill registered in 2004. The nursery is open from 7.30am to 6.30pm on Monday to Friday, throughout the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs 25 members of staff. Of these, three hold appropriate qualifications at level 6 and 16 hold qualifications at level 2 or level 3.

## Information about this inspection

### Inspector

Tracy Bartholomew

## 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 have taken that into account in her evaluation of the setting
- The manager took the inspector on a learning walk of the nursery and explained how the curriculum intentions are organised
- The manager and the quality lead completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards
- Children spoke to the inspector about the activities they took part in
- A number of parents provided feedback about the nursery through discussions with the inspector.

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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