

Inspection of Little Pickles

Granite Way, Moss Side Industrial Estate, CALLINGTON, Cornwall PL17 7SB

Inspection date: 18 August 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The provider, the designated safeguarding lead (DSL) and staff do not fully understand their responsibilities to keep children safe. The weaknesses in knowledge and understanding of child protection and wider safeguarding issues compromise children's safety.

Children are confident to explore the setting independently but are not always motivated to learn. At times, staff do not deploy themselves effectively. They do not give toddlers or pre-school children enough attention or support to engage them in play and extend their learning. Some children quickly lose interest in activities.

Staff do not always use what they know about the toddlers and pre-school children to plan appropriately challenging activities at the right level to help them achieve. For example, they set up an activity for children to learn about the concept of weighing but do not consider how they can build on toddler's prior knowledge to help them learn what is intended.

Children are happy, settle quickly and form close bonds with the friendly staff team. For example, babies show delight as staff sing to them while attending to their care needs. Staff provide children with guidance and reassurance when there is minor conflict to promote positive behaviour.

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

- Children's safety is at risk because safeguarding practice is not good enough. The management team do not know the correct procedure to follow should an allegation be made against a member of staff. In addition, the DSL and staff do not know the correct procedures to follow when non-mobile babies arrive at nursery with an injury. They do not consistently follow their safeguarding procedures and maintain child protection records. Some staff are not confident in their understanding of wider safeguarding issues, such as the 'Prevent' duty guidance.
- The manager knows what they want children to learn. However, the quality of teaching is not consistent across the nursery and, as a result, not all children make as much progress as they could. Staff provide an attractive and welcoming environment but it is not always clear whether children learn what is intended. Staff do not always know what each child needs to learn next and fail to use opportunities to build on children's curiosity. For example, when children show an interest in making a dinosaur out of different materials, staff do not engage them in conversations or question children effectively to encourage them to think critically, deepen their learning and extend their vocabulary.

- Staff encourage older children to initiate their own play, following their interests. However, staff do not always ensure that learning is implemented effectively and do not fully consider how to ensure that tools and equipment are accessible for children to extend their learning.
- Children of all ages enjoy being physically active and practise their physical skills, as they climb and balance on the equipment outside. Younger children enjoy singing and signing nursery rhymes. Staff support babies well to develop strength and control in their hands and feet as they move to the rhythm of the songs.
- Staff support children who have special educational needs and/or disabilities well. They work closely with other professionals to identify realistic targets for these children, which promotes their learning and development and meets their individual needs.
- Staff provide opportunities for children to build an understanding of what makes them and their families unique. Babies enjoy looking through photograph albums of their family with their key person. Older children enjoy food tasting and creating artwork linked to different cultural festivals.
- The manager and staff team work hard to develop positive parent partnerships. Parents have good opportunities to find out about their children's care, learning and achievements. The manager has considered the impact of the COVID-19 (coronavirus) pandemic and introduced activity packs for children and families after the first national lockdown. Parents appreciate the regular ideas and activities that they can do with their children at home.
- The manager and staff work with other agencies involved with children to support their well-being. Staff provide teachers with information about children's development and interests, which helps to support their move to school.

Safeguarding

The arrangements for safeguarding are not effective.

The management team and DSL do not have a secure enough knowledge and understanding of the local safeguarding partnership's procedures to protect children's welfare. They do not know the correct procedures to follow should an allegation be made against an adult working on the premises. Staff can identify some signs and symptoms which may indicate a child is at risk of harm. However, they have a weak understanding of how to recognise signs of radicalisation. The manager works closely with other agencies for children that are subject to a multi-agency plan. However, they do not ensure accurate records are maintained to ensure children's safety is closely monitored. The management team uses robust recruitment processes to ensure staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the nominated individual and the DSL know the correct procedures to follow should an allegation be made against a member of staff	02/09/2021
ensure that child protection records are accurately maintained to protect children's welfare	02/09/2021
improve staff's understanding of wider safeguarding issues and ensure all staff know the correct procedures to follow should they have any concerns about a child or non-mobile baby	02/09/2021
improve staff deployment in the toddler and pre-school room and ensure staff engage with children effectively to support their individual learning needs	02/09/2021
provide staff with effective support and coaching to improve the quality of teaching.	23/12/2021

Setting details

Unique reference number	EY476238
Local authority	Cornwall
Inspection number	10125891
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 5
Total number of places	34
Number of children on roll	58
Name of registered person	Coombe Valley Nursery (Callington) Ltd
Registered person unique reference number	RP533573
Telephone number	01579 382937
Date of previous inspection	2 September 2014

Information about this early years setting

Little Pickles is privately owned and is run by Coombe Valley Nursery (Callington) Ltd. It registered in 2010 and was re-registered in 2014. It operates from purpose-built premises in Callington, Cornwall and offers funded early education to children aged two, three and four years. The nursery is open Monday to Friday, from 7am until 5.30pm, all year round. There are eight members of childcare staff employed to work with children in the nursery, all of whom hold a relevant qualification at level 2 or above. The manager is qualified to degree level.

Information about this inspection

Inspector
Steph Ayres

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 provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together.
- The inspector spoke with staff and children at appropriate times during the inspection. She assessed the quality of teaching and its impact on children's learning.
- The manager and the inspector completed two joint observations of activities and assessed the impact on children's learning.
- Parents and grandparents spoke to the inspector about their views of the setting.
- The inspector held a meeting with the provider and the manager. She reviewed some documentation, including evidence of staff suitability and qualifications, paediatric first aid, safeguarding records and policies.

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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