

# Inspection of Little Druids Nursery

Minton Distribution Park, London Road, Amesbury, Salisbury, Wiltshire SP4 7RT

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Inspection date: 28 September 2021

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## **Overall effectiveness**

## **Requires improvement**

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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

Not applicable

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

### **The provision requires improvement**

Children arrive happy and settle well in the nursery. They develop warm and trusting relationships with staff. Babies form close bonds with their key person, who they seek out for cuddles, and older children enjoy sharing their news with staff. Staff caring for younger children obtain details of their care needs and routines from parents and carers. This helps them to provide consistency of care to help the children feel safe and secure.

Children can choose from a range of activities around the setting to support aspects of their learning. These include activities in the playrooms linked to their interests, and sessions in the sensory playroom and soft-play centre. However, not all staff engage children well in their play to support their learning. Overall, staff help children to develop positive attitudes and behaviour. However, children do not consistently learn how to manage their personal hygiene well. For example, staff do not teach children how to prevent germs from spreading when they cough, sneeze or have runny noses.

Staff understand the need to encourage children's personal, social and emotional skills more due to the impact of COVID-19 (coronavirus) pandemic restrictions. They provide time for children to come together in groups to welcome one another. Staff build older children's confidence and independence, for example by managing their coats and shoes for themselves.

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

- The quality of teaching is not consistently good. Not all staff use the activities well to build further on children's learning. For example, while children are keen to get involved in a dough-making activity, it is not well organised and children struggle to join in. As a result, some children walk away and miss out on the learning opportunities.
- On occasions, a small number of children wander without staff attempting to engage them in play. Some staff ask older children questions, but do not allow them time to think before replying for them, and miss opportunities to challenge children, for example in counting. At such times, this does not help motivate children to learn and to build on what they already know and can do.
- Staff make regular observations of children to monitor and assess their ongoing progress. For children who are settled at the nursery, staff know what they intend these children to learn next. However, they do not always obtain sufficient information about some new children's starting points from parents or other settings, to support children's learning from the start. Consequently, they are unaware of what to plan and provide for these children.
- Some staff provide activities in which they skilfully help children to learn about

sounds and letters, to build their language and literacy. For example, staff take babies into the sensory room to play games that capture their interest and build on their language as they learn new words. Older children enjoy stories when they learn about letters, sounds and words.

- Staff provide opportunities for children to develop their physical skills. For example, younger children enjoy crawling through and over equipment, climbing on soft blocks and joining in action songs. Older children have sessions in the soft-play centre when it is closed to the public.
- Parents share positive views of the setting. They talk about how much they appreciate staff's communication and the regular updates of their children's progress and development.
- The special educational needs coordinator for the nursery works with parents and external professionals to help children get any additional support required for their development.
- The manager provides an induction for new staff and ongoing supervision and training to help develop staff's knowledge and skills. He is currently supporting staff in implementing a new planning system. However, this does not yet ensure consistently good quality of teaching.
- The manager organises staffing to meet the adult-to-child ratio requirements and to ensure children are supervised well when they move around the premises and in public areas.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their child protection roles and responsibilities. They understand the wider safeguarding issues and risks to children, and the correct procedures to follow in the event of a concern about a child's welfare. The manager provides staff with regular training and guidance to keep their knowledge up to date. Staff assess the risks to children in each area and ensure measures are in place to protect them. This includes supervising children closely and using radios to communicate with other staff when taking children outside in small groups or to the toilets.

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

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

	Due date
increase the support staff receive to ensure all children benefit from consistently high-quality teaching throughout the nursery.	09/11/2021

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

- improve the curriculum and staff interaction to help older children learn how to manage their personal hygiene well
- improve working partnerships further to ensure staff obtain more information about new children's starting points, to enable them to plan children's learning from the start.

## Setting details

<b>Unique reference number</b>	2519685
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10207649
<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>	37
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Little Druids Nursery Limited
<b>Registered person unique reference number</b>	2519684
<b>Telephone number</b>	01980 669575
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Druids Nursery registered in 2019 and is located in Amesbury, Wiltshire. The nursery is open Monday to Friday all year round from 8am to 6pm. It receives funding for the provision of free early years education for children aged two, three and four years. The nursery employs nine members of staff, five of whom hold early years qualifications at levels 6 or 3.

## Information about this inspection

### Inspector

Bridget Copson

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic (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 completed a learning walk around the premises and explained how they use this to meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of the staff interactions with the children. She conducted a joint observation with the manager.
- The inspector sampled documentation and discussed the manager's knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' and children's views.

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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