

# Inspection of The Little Lotus Nursery

Benwell Nature Park, Atkinson Road, Newcastle Upon Tyne NE4 8XT

---

Inspection date:

8 October 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

Not applicable

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

### **The provision requires improvement**

Children benefit from the cosy and caring environment in the setting. Staff form strong bonds with children in their care. Children enjoy the physical care and cuddles they receive from staff. For instance, children who are unsettled are quickly provided with hugs, reassurance and soothing words. As a result, children settle quickly and form secure relationships with their key person. This helps children to feel confident and happy. Children behave well and are polite. Staff act as positive role models. They provide guidance and effective strategies to help children to behave well and to support their well-being.

Although the enthusiastic manager has clear intentions for the curriculum, she has only been in post for a short time and has not had the opportunity to embed her vision. Children are not consistently provided with a curriculum that challenges and extends their learning. On occasions, staff do not build on children's interests or what children already know and can do. Staff provide children with some interesting activities. For example, children explore paint with a variety of tools, and enjoy using the sponges and cloths to wash the dolls in the water. However, staff do not consistently focus on teaching children in a planned and sequenced way. For example, during a planned activity, young children are asked to push buttons on an interactive toy in a specific order. Children quickly lose interest because the activity is too complicated for them.

Children enjoy their time at nursery. They settle happily with staff, who respond to their needs and keep them safe. Due to the COVID-19 (coronavirus) pandemic, parents no longer come into the nursery. Despite this, children are confident to leave their parents at the gate.

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

- Although staff assess children's development accurately, they do not consistently plan activities to help children to make the best possible progress. For instance, staff do not always implement what they want children to learn effectively. This means that children's learning is not promoted as effectively as possible. That said, staff provide children with some exciting activities and experiences.
- Overall, staff work well with professionals and other settings that children attend. They share information about children when they move on to other settings, such as school. Staff speak to other settings on a daily basis to help to support the continuity of care and learning for children. However, at times, staff do not seek guidance from other agencies to provide support for children who need extra help with their speech and language development.
- While partnerships with parents are positive, staff do not gather crucial information about what children know and can do when they first start at the

setting. This means that staff do not plan consistently for children's learning from the very beginning. That said, staff share information with parents to help them to understand how their children's learning can be further supported at home. Parents are very complimentary about the setting. They comment that staff are supportive towards the whole family and know their children very well.

- The manager understands the importance of self-evaluation. She generally reviews the setting to help her to make improvements. The manager places a strong emphasis on staff's well-being. She meets with staff and provides supervisions sessions to make sure that all staff are well supported. However, staff do not attend specific professional development opportunities to raise the quality of their teaching further.
- Children enjoy playing outdoors, which helps to support their physical development. They show increasing agility as they balance on wooden beams, and forage in the nature garden looking for leaves and conkers. Staff support children to develop their small-muscle skills as they manipulate dough and post small objects into slots. Children enjoy taking part in weekly yoga sessions, which helps to develop their balance and coordination.
- Staff recognise the areas where children have gaps in their learning due to the COVID-19 pandemic. They focus on helping children to develop their social skills and independence. Staff are very caring, sensitive and nurturing. They quickly respond to children's needs. Staff give children gentle reminders, where necessary, and encourage them to use good manners. Children say 'please' and 'thank you' as they play.
- Children are starting to develop important independence skills. They take off their shoes as they enter the setting, pour their own milk at snack time, and put on their own coats as they play outside. Staff remind children to wash their hands before mealtimes.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff place a high priority on keeping children safe. They are clear about the procedures to follow, should they have concerns about a child. This keeps children safe and supports their well-being. The manager uses robust procedures for the recruitment and induction of new staff to ensure that children are cared for by suitable people. All staff are aware of the procedures to follow should an allegation be made against a member of staff. Staff supervise children sufficiently to help keep them safe. They risk assess the setting to provide children with a safe and secure environment.

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

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

- improve the planning of activities and ensure that learning intentions are appropriately targeted and implemented to enable all children to make consistently good progress
- strengthen links with other professionals to provide the utmost support for children's learning
- gather more detailed information from parents about what their child can do when they first start at the setting
- target professional development opportunities to help raise the quality of teaching to a higher level.

## Setting details

<b>Unique reference number</b>	EY553761
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10174898
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	The Little Lotus Nursery
<b>Registered person unique reference number</b>	RP557859
<b>Telephone number</b>	07404651489
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Little Lotus Nursery registered in 2018. The nursery operates from the community room of West Newcastle Academy. The nursery employs four members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The nursery opens during term time from 8.45am until 3.45pm on Monday to Thursday, and from 8.45am until 1pm on Friday. It provides funded early education for two- three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Campbell

## 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 the evaluation of the setting.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector discussed the setting's self-evaluation and checked evidence of staff's suitability.
- Children and staff were spoken to throughout the inspection.
- Parents' views were obtained.
- The inspector carried out a learning walk with the nursery manager. They discussed the learning environment and how the curriculum is organised.
- The inspector and the manager observed and evaluated an activity.

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