

Inspection of Little Leaders Childcare Melton

Melton Day Nursery, Yarmouth Road, Melton, WOODBRIDGE, Suffolk IP12 1QQ

Inspection date: 14 October 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 mostly come into the setting readily. As a result of the COVID-19 pandemic, parents now hand children over to staff at the door. Those children who need reassurance are sensitively supported by caring staff, who offer cuddles and gently support children to separate from their parent. This helps children to feel safe and secure. Children throughout the setting enjoy their interactions with staff and readily seek them out for a cuddle. Children invite staff to share in their play and learning. Children enjoy listening to stories and enthusiastically join in with songs and rhymes. Staff have high expectations of what children can achieve. They help children to understand their emotions and feelings.

Children who learn best from being outdoors are able to do so. Staff provide a lovely range of activities, both indoors and outside, that promote all areas of learning. Children benefit from interesting resources that ignite their natural instincts to discover and explore. For example, children have grown and harvested pumpkins as part of learning about living and growing. The pumpkins have now been cut open for children to explore and use them in their play and learning. Children chat with staff and each other as they use and explore the pumpkins.

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

- Staff get to know the children well. They talk confidently about where children are in their learning and development. Staff know what children need to learn next. They monitor children's progress across the areas of learning. Staff plan and provide for all areas of learning both indoors and outside.
- Staff provide a varied range of activities that meet children's play and learning needs. They engage well with children as they play and learn, building on what children already know and can do. However, staff are not always deployed effectively to help all children to participate and maintain their interest when taking part in activities. Staff are often disturbed from what they are doing with groups of children to do something else, disrupting children's concentration and learning.
- Children develop a good attitude to learning. This supports them to develop the key skills needed for the next stage in their learning, such as moving on to school. For example, when a member of staff sets up a phonics activity, both boys and girls are keen to go and do it. They join in enthusiastically. However, staff do not always pronounce initial sounds accurately when supporting children's developing awareness of naming and sounding the letters of the alphabet.
- Children are helped to learn about their emotions and feelings, and to consider the needs and feelings of others. Staff manage unwanted behaviour gently and sensitively. They support children's understanding of right from wrong and what

is expected from them effectively. Good behaviour is valued and praised.

- Staff implement effective care practices to support children's good health and well-being. Children are helped to learn about the importance of good hygiene routines. They manage their personal hygiene needs relevant to their age and stage of development. Older children help serve their own meals.
- Staff in the setting support all children to develop a positive sense of themselves. They are effective in ensuring that all children are able to participate at their own level. Children with special educational needs and/or disabilities (SEND) are supported well to ensure that all children are included and make the best possible progress.
- Parents report that they are happy with the service provided, describing staff as 'friendly', 'caring' and 'professional'. They appreciate the good levels of communication that keep them informed about their children's day, learning and development. Parents are encouraged to remain involved in their children's learning.
- The management team has a clear vision to provide a high-quality care and learning experience for all children. Managers have a plan for improvement that is challenging but achievable. There is an effective system of supervision meetings to support staff's well-being, performance and training needs.

Safeguarding

The arrangements for safeguarding are effective.

The management team has clear recruitment and selection procedures in place. These help to ensure that those working with children in the setting are suitable to do so. Staff complete training in child protection and keep up to date with changes to legislation and guidance. The management team and staff are aware of the indicators of abuse. There are designated leads for safeguarding to ensure that concerns are managed and reported in a timely manner. The management team understands the procedures to follow to handle any allegation against staff, to ensure that the necessary action is taken.

What does the setting need to do to improve?

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

- deploy staff more effectively to consistently enable children to participate and maintain their interest when taking part in activities
- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly.

Setting details

Unique reference number	EY372663
Local authority	Suffolk
Inspection number	10113036
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	98
Name of registered person	Melton Day Nursery Limited
Registered person unique reference number	RP907810
Telephone number	01394 388 995
Date of previous inspection	20 June 2014

Information about this early years setting

Little Leaders Childcare Melton registered in 2008. The setting employs 23 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 and above, including one with qualified teacher status. The setting opens from Monday to Friday for 51 weeks of the year, closing for one week at Christmas. Sessions are from 8am until 6pm. The setting receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Mason

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum. The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector carried out a joint observation of a planned activity with the manager. Staff spoke to the inspector at appropriate times.
- The special educational needs coordinator spoke to the inspector about how staff support children with SEND. The inspector spoke with the management team about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views. Children spoke to the inspector during the inspection.
- The inspector looked at relevant documents and reviewed evidence of the suitability of staff working in the setting.

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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