

Inspection of Little Peeps

185 Stockport Road, Cheadle SK8 2DP

Inspection date:

15 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy, content and feel safe. Due to the COVID-19 pandemic, parents do not enter the nursery as they usually would. Children wave their parents off at the door and are eager to greet their friends. They put their arms out to cuddle staff and beam with delight while sharing news from home.

Staff provide children with some activities that keep them interested to learn. Babies enjoy feeling the texture of flour with their hands. Toddlers giggle while sliding their bodies down cardboard boxes. Pre-school children show good physical skills as they use climbing apparatus outdoors. However, children are not consistently provided with a sequence of learning that builds on what they already know and can do. Although leaders have identified this weakness, they have not done enough to ensure that staff understand what they intend children to learn. Too often, children are provided with activities that are not pitched at the correct level. For example, staff expect babies to count leaves, which is too difficult for them. Pre-school children are not taught the correct letter sounds and are not supported to fully understand numbers and shapes. Children quickly become disengaged in their learning and, on occasion, their behaviour deteriorates.

When children are engaged in activities that capture their interest, they show positive attitudes towards their learning. For example, during role play, children become enthralled while playing the role of a shopkeeper.

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

- The provider notified Ofsted of a significant event, where a child had access to a toxic substance. The provider met the legal obligation to notify Ofsted of this significant event and has taken action to prevent a recurrence. Risk assessments have been updated and toxic substances are now out of the reach and sight of children. All areas of the premises are safe and secure.
- Instability in the senior leadership team has resulted in many aspects of the setting declining since the last Ofsted inspection. Through self-evaluation, the manager identifies that the quality of education is not consistently good. Staff do not always provide children with a sequence of learning that builds on what they already know and can do. This means that some children do not make the progress they are capable of.
- Overall, leaders provide staff with supervision and appraisal meetings. Staff feel supported by leaders and morale is, generally, high. Leaders place high emphasis in reducing workload for staff and value them as an integral part of the Little Peeps family. However, leaders do not provide staff with incisive feedback about their practice to raise standards in their teaching. As a result, the quality of education across the setting is too variable.

- Staff do not consistently implement effective behaviour management procedures across the setting. Some staff do not always give clear messages to children about what is right and wrong. This means that some children do not always understand what is expected of them and, occasionally, display some unwanted behaviours.
- Staff provide children with many opportunities to access a wide range of books. Children relish looking at books and enjoy enacting roles of their favourite characters. Children excitedly talk about taking books home from the library to share with their parents. They enjoy learning songs and copy some actions that staff teach them from rhymes.
- Overall, children communicate well. They engage in deep conversations with one another and are confident to talk to the inspector. Staff sit with children and talk about activities and experiences from home. However, too frequently, some staff do not use clear language when speaking with children. For example, they do not use the correct pronunciation of words and letter sounds.
- Partnership working is a strength of the setting. Parents commend staff on their loving and caring nature. Typical comments include, 'the staff are amazing' and 'we couldn't have chosen a better place'. Parents receive newsletters and staff keep them informed of their children's time at the setting.
- The support in place for children with special educational needs and/or disabilities (SEND) is strong. Staff ensure that children with SEND get the correct support and intervention. Gaps in learning close and children make steady progress.
- Staff support children's large-muscle skills well. Children have wide-ranging opportunities to access the outdoors and go on visits to the local park. They show sound coordination skills while balancing on apparatus and excitedly talk about a visit to feed the birds at the local nature park.

Safeguarding

The arrangements for safeguarding are effective.

Stringent recruitment checks ensure that all adults working with children are suitable to do so. Staff are deployed well and supervise children with vigilance. Ratios are complied with, and risk assessments are robust. Staff complete daily safety checks and good arrangements are in place for checking the identification of visitors. Staff attend safeguarding training and have a secure understanding of how to keep children safe. The manager understands her role as the lead designated person for safeguarding. She is aware of the referral procedure and knows the steps to take should an allegation be made against a member of staff or herself.

What does the setting need to do to improve?

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

	Due date
ensure that leaders develop a clear intent for the curriculum, and support staff in providing children with meaningful learning experiences, that build on what children already know and can do.	30/11/2021

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

- strengthen supervision and coaching arrangements, to ensure that staff are provided with incisive feedback to help to raise their teaching to a good level
- better support staff to fully understand and implement behaviour management procedures across the setting
- strengthen children's communication and language development by modelling the correct use of language.

Setting details

Unique reference number	EY543259
Local authority	Stockport
Inspection number	10209211
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	32
Number of children on roll	45
Name of registered person	Little Peeps Uk Ltd
Registered person unique reference number	RP543258
Telephone number	0161 428 9709
Date of previous inspection	12 March 2019

Information about this early years setting

Little Peeps registered in 2017 and is situated in the Cheadle area of Stockport. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.15pm.

Information about this inspection

Inspector

Luke Heaney

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 setting, and has taken that into account in his evaluation of the setting.
- The manager and the inspector completed a learning walk.
- 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 held discussions with the manager, staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including information around safeguarding, and evidence of the suitability and training of staff.

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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