

# Inspection of Little Robins Day Nursery

The Old Church, Shelton New Road, Stoke-On-Trent, Staffordshire ST4 6DP

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Inspection date: 10 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are highly engaged as they play in this home-from-home environment that feels cosy and comfortable. They have plenty of opportunities to experience exciting sensory play. For example, babies focus intently as they explore the shiny metal everyday items in the treasure basket. They fill and empty containers at the sand tray.

Toddlers snuggle up with a member of staff and enjoy a story. They listen intently to the story and, when asked, they identify the correct colour and number of objects. They make sounds on the panpipes and sing familiar songs to themselves as they play.

Pre-school children vigorously use the small hammers to chip away at the ice to release the flowers frozen inside. They wet teabags and watch as they change colour and pull them apart and explore the contents. They become 'potion makers' as they play in the mud kitchen area outdoors.

Staff have high expectations for the children and skilfully support them to follow the rules. Children behave well and show a high regard for one another. They are confident and happy, and enthusiastically interact with staff and visitors.

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

- Staff provide an environment that is highly focused on encouraging children to be curious and imaginative, and to explore through their senses and solve problems. They provide children with relaxing home-living areas with soft lighting and real-life items. Children explore natural and recycled materials and freely move the resources around the room to extend their ideas. The management team ensures that the learning programme successfully promotes children's development across all areas of their learning. However, there are few opportunities for children to gain an awareness of how they differ from, or are similar to, other people.
- The outdoor play area offers children inspiring activities that encourage them to take manageable risks and experience challenge in their play. For example, children climb on the logs to get into the fixed life-size boat. They build and construct with the various sizes of empty wooden wire reels, tyres, planks of wood, crates and guttering. This allows them to manipulate their outdoor environment, creating opportunities for imaginative play and problem-solving. Staff use the six-seated pushcart to take children on walks around the local community, such as trips to the hospital to see the ambulances.
- Parents comment on how much they value the secure online learning journal. This enables parents to read about their child's experiences and development

and helps them to support their child's learning at home. Parents also comment on how their children are well looked after and nurtured by staff. The manager, who is also the cook, provides children with nutritious and well-balanced home-made meals and snacks.

- The management team analyses the progress of individual and specific groups of children. They identify any gaps in children's learning and put plans in place to address these. The special educational needs coordinator liaises with external agencies to identify, monitor and secure any additional support that children need.
- The management team make sure that staff receive regular individual support meetings where they can discuss any concerns and their well-being. They make sure that each member of staff's practice is monitored and any training needs are identified and planned for. This helps to make sure that staff are happy in their work and improve the knowledge and skills they need to effectively teach children. However, staff do not focus strongly enough on widening older children's vocabulary and their understanding of the letters of the alphabet.
- The management team receive support from the local authority adviser and undertake relevant training and research on the internet. This helps them to make sure that they are constantly updated with new legislation and national and local initiatives. They use this information to reflect on their practice and improve the overall quality of the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team follow rigorous recruitment procedures to ensure staff caring for children are suitable. Staff have a clear knowledge of child protection issues and the wider aspects of safeguarding. They understand how to refer any concerns they may have about children. Staff understand the procedures to follow should an allegation be made against an adult. Children's safety is supported well through effective risk assessments.

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

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

- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community
- enrich opportunities that encourage older children to enhance their vocabulary and their understanding of the letters of the alphabet.

## Setting details

<b>Unique reference number</b>	2507807
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10194533
<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>	70
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Little Robins Childcare Ltd
<b>Registered person unique reference number</b>	2507805
<b>Telephone number</b>	01782 499440
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Robins Day Nursery registered in 2019. It is one of two settings managed by Little Robins Childcare Ltd. The director of the organisation holds a bachelor's degree in early childhood studies. She is also a director of Little Robins Education Ltd, who also run another childcare setting. The nursery employs nine members of childcare staff. Of these, two hold appropriate qualifications at level 5, four hold appropriate qualifications at level 3 and two hold appropriate qualifications at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

## Information about this inspection

### Inspector

Linda Yates

## 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 their evaluation of the setting.
- The inspector and the manager completed a learning walk across all the areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day.

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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