

# Inspection of Little Petals Day Nursery

142 Derbyshire Lane, Stretford, MANCHESTER M32 8DU

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Inspection date: 12 November 2021

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and safe. They settle well on arrival, even though parents have to say goodbye to them at the entrance. This is due to the adaptations made to keep everyone safe during the COVID-19 pandemic. Caring staff tenderly greet children with a hug and a smile. Children enter with eagerness, ready to play and explore.

Children thoroughly enjoy themselves in this vibrant but homely setting. Leaders have adopted an ethos and curriculum that strives to help all children to be well prepared for future learning. Children benefit from rich opportunities and stimulating learning experiences. Pre-school children show brilliant mathematical awareness. For example, they carefully count the spots and identify the correct number on large floor dice. They consider which shape and different sized piece can be used to successfully complete a puzzle. Two-year-old children display good physical skills. They competently use both hands to pump water out of spray bottles and make marks. Babies figure out how to work switches, press locks, push buttons, and operate plenty of cause-and-effect resources. All children build excellent critical thinking skills, perseverance and agility.

Children make good progress. They have fun during activities, which staff plan to interest and motivate children to learn. Staff are kind and considerate role models who have high expectations for children's behaviour. Children are praised and rewarded for their achievements. This means they feel good about themselves and have high self-esteem and confidence.

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

- The curriculum for personal, social and emotional development is strong. Leaders focus on ensuring all children have opportunities to develop self-assurance and independence. Even young children are starting to feed themselves. They are encouraged to use cutlery as supportive staff are close by, lending a helping hand until babies become more capable.
- Leaders have the same ambitions for all children. This includes children who speak English as an additional language and those who need a little more help. Children who have special educational needs and/or disabilities are blossoming in this nursery. Staff work hard to make sure that children receive the support they require. Close partnership working with external professionals helps to ensure that swift intervention is sought and the correct strategies are adopted.
- The curriculum is planned well, in the main. Staff have a good knowledge of what children know and can do. However, in the baby room, staff are not consistently helping babies to develop some of the key aspects that leaders have identified for them. For example, communication and language skills. The team in this room is less experienced. As a result, they have not considered how

keeping dummies in for prolonged periods of time affects young children's speaking skills and ability to interact. In addition, in this room, some of the nursery procedures are not followed meticulously.

- Pre-school children are given the responsibility of 'special helper'. They relish the role and help staff with tasks, such as tidying away the place mats. Staff acknowledge pre-school children's acts of generosity by using a 'kindness jar'. Their kind act is discussed and celebrated by all. Two-year-old children play ring games. They hold hands with their friends and sing and dance with vigour. Two-year-old children also enjoy cooperative play. They take turns to roll a ball to each other, considerately checking that everyone has a turn.
- Self-evaluation is used well. Leaders evaluate the provision to identify areas to enhance and find ways to share best practice. A recent example of this was when a nursery manager from another setting was invited to visit the nursery to conduct a quality audit. Leaders were pleased that the strengths of the setting were identified and they have been able to act on the suggestions for improvement.
- Parents are kept updated with their children's care and learning. However, although parents recognise the progress that children make, they are not all aware of how to continue children's learning at home. Nonetheless, parents praise staff by nominating them for the 'Parent Pride' award. Parents comment that the team treat children as family. One parent said that her child 'is happy and that is everything'.
- Hygiene practices are not robust in the baby room. Staff sometimes forget to implement the nursery procedures, such as making sure babies have clean hands before they eat. Staff do adopt some other positive routines, for example wearing gloves and aprons to serve meals and snacks.
- Leaders guide staff to help them to strengthen their good skills. Many staff comment that they are happy in their work and this is why they have been employed for such a long time. Leaders use methods to avoid any unnecessary burden on staff workload. For example, an online application system and messaging service is used to communicate with parents. Staff training and support is good, overall. However, leaders recognise that due to recent changes to the baby room team, further work is required to achieve the very high standards which are embedded across the other rooms.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff understand their role and responsibility to keep children safe. Staff know what steps to take if they are concerned about the welfare of a child or the actions of a colleague. Leaders are clear in the procedure to follow in the event of an allegation being made against a member of staff. Robust recruitment procedures help to ensure that staff are suitable to work with children. The premises is safe and secure. The nursery has a clear procedure in place to respond to children who are ill or infectious. This includes communicating information to parents swiftly. There is also a robust complaints procedure, should

a parent need to report a concern. Staff ensure that children are safe and well cared for. For example, children are well supervised. They are wrapped up in warm clothing before playing outside.

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

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

- provide more targeted support to staff in the baby room help them to improve the implementation of the curriculum
- strengthen hygiene practices in the baby room
- help all parents to be able to contribute towards children's learning at home.

## Setting details

<b>Unique reference number</b>	EY391206
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10213583
<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>	73
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Little Petals Day Nursery Limited
<b>Registered person unique reference number</b>	RP903289
<b>Telephone number</b>	0161 865 7575
<b>Date of previous inspection</b>	14 March 2019

## Information about this early years setting

Little Petals Day Nursery registered in 2009. The nursery employs nine members of childcare staff. Of these, one holds early years professional status and six hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Layla Davies

## Inspection activities

- This was the first routine inspection the setting has 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 their evaluation of the setting.
- The inspector conducted a learning walk and the intent of the curriculum was discussed.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector evaluated an activity with the curriculum leader.
- Regular meetings were held with leaders.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed self-evaluation and checked evidence of staff suitability.
- The views of parents were obtained.
- Children and staff were spoken to throughout the inspection.

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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