

Inspection of Little Adventures Nursery

Ocean Adventures, Unit 11, Cheddar Business Park, Wedmore Road, Cheddar BS27
3EB

Inspection date: 17 November 2021

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

What is it like to attend this early years setting?

The provision is good

Children are confident, happy and secure. They quickly explore the wide range of good-quality resources, developing inquisitive minds. Children increase the skills and positive attitudes to learning they need, preparing them well for their next stage of development and school. Staff follow children's interests and enable them to lead their learning. For example, when older children start to play with balloons, staff support them in their catching skills and hand-to-eye coordination. Later, children decide to decorate their balloons, developing their scissor control and creativity.

Children have a positive awareness of their own uniqueness and other people's differences, so they learn to value themselves and each other. Staff focus appropriately on supporting children's language and communication skills. For example, they talk to children about what they are doing, using repetition with babies and toddlers. Staff introduce new vocabulary, such as 'stampede', as older children pretend to be elephants. Children engage in discussions, and they confidently ask and answer questions.

Following the COVID-19 pandemic restrictions, parents do not enter the premises. They now speak to staff at the door. Parents confirm how much their children love attending the nursery. They particularly mention the friendly staff who give them peace of mind that their children are safe and well looked after.

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

- Staff continually observe the children to know what they can do well and what they need support with. They use their observations effectively to plan activities which motivate children to learn. For example, older children are eager to use different tools and their hands to make marks in cornflour, which helps to prepare them well for writing. Staff then extend the activity by adding water. Children explore its different textures, the way it moves and what they can do with it, supporting all areas of their development effectively.
- Babies and toddlers have lots of sensory experiences and older children practise life skills in the extensive role play area. Staff help all children to take part in whole-group activities. However, on occasions during group activities, they do not focus as well on children's individual learning needs, to enable them to make as much progress as they could.
- Children have good relationships with each other and the staff. Staff are gentle and reassuring with babies, responding well to their needs. Children behave well and staff are consistent in supporting younger children as they learn to share. For example, they help children to be calm and listen, using pictures so children understand their expectations.

- Staff recognise the importance of helping children to become independent. For example, they support all children in putting on their shoes and coats, and some older children help the less confident ones. Children recognise music playing and spontaneously start to tidy up, including sweeping the floor and working together to lift heavier items.
- Children of all ages have daily opportunities to use the garden and the soft-play centre when it is not open to the public. They develop good physical skills. Children play in a clean, hygienic environment and learn how to have a healthy lifestyle. Staff are good role models as they drink plenty of water and follow good nappy changing procedures.
- Parents share important daily information with their child's key person on their children's care, to ensure they receive consistent support to meet their individual needs. Staff communicate effectively with parents to know and adhere to babies' routines, which helps babies to feel safe and secure. However, not all staff are as consistent when informing parents of children's next stages of development, to help them to support their children's learning at home more effectively.
- The highly qualified management team has high expectations and continually evaluates practice. Staff confirm that they receive effective support from their leaders and good opportunities for their continuous professional development. For example, staff use their training in inclusive communication to support children's language and communication skills further. Unqualified staff are mentored and supported in gaining a qualification.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguard children. They know what to be aware of and the procedures to follow should children be at risk of harm. Managers regularly quiz staff to ensure they keep their knowledge up to date. Staff observe babies until they are asleep and then continually monitor them to ensure they remain safe. They carry out good risk assessments to ensure the environment is safe and suitable. Staff help all children to manage their own safety. For example, babies hold on to furniture as they manoeuvre themselves and older children learn the possible risks of balloons and scissors.

What does the setting need to do to improve?

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

- focus staff development on supporting children's individual needs in whole-group activities
- monitor the information shared with parents to ensure staff consistently help them to support their children's learning at home.

Setting details

Unique reference number	2598991
Local authority	Somerset
Inspection number	10210439
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	37
Number of children on roll	44
Name of registered person	Ocean Adventurers Ltd
Registered person unique reference number	2598989
Telephone number	01934743200
Date of previous inspection	Not applicable

Information about this early years setting

Little Adventurers Nursery registered in 2020 and is one of two nurseries run by Ocean Adventurers Ltd. It operates from a two-storey building on a business park in Cheddar, Somerset. The nursery is open from 7.30am until 6pm Monday to Friday throughout the year. It receives funding to provide free early education. The director employs an area manager and nine members of staff. Of these, the manager holds an appropriate early years qualification at level 5, the deputy holds level 6, and three members of staff hold level 3.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager led the inspector on a walk around the setting to discuss how they use the environment to implement their curriculum.
- The manager and the inspector carried out a joint observation.
- The inspector observed the quality of education, spoke with staff and assessed the effectiveness of safeguarding and care procedures.
- The inspector held a leadership and management discussion with the director, area manager and manager, and sampled documentation.
- Parents' and children's views were taken into account.

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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