

Inspection of Little Achievers

22 Deacon Street, Nuneaton, Warwickshire CV11 5SG

Inspection date: 7 December 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 play in a safe and welcoming environment. Relationships between the staff and children are good. Staff know the children well as individuals and meet their care and learning needs effectively. They observe children and assess their stage of development. Children's learning builds on what they have already achieved.

Children play cooperatively. Staff build strong bonds with the children and ensure that children understand expectations for behaviour. Children behave well. They show consideration for others and learn to share and take turns. Friendships have formed among the pre-school children, and younger children play happily alongside others. Older children express themselves confidently, and staff effectively interpret the wants and needs of younger children whose language skills are at an early stage. Children confidently choose and select toys for themselves from labelled boxes that are stored on low-level shelving.

Children are physically active every day, indoors and outdoors. Pre-school children are excited about the visit of a drama teacher. They apply the physical skills they have learned while they join in with actions to songs and stretch up high while pretending to place a star on top of an imaginary Christmas tree. Children enjoy activities outdoors. They practise their good skills while climbing and taking part in group games.

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

- Staff ensure that children make good progress across the seven areas of learning. They are aware of what children already know and can do, and they use this knowledge to challenge children so that they reach the next stages in their learning. Children develop good skills that help them to be ready for the move on to the next stage in their education. That said, there are times when activities that are led by or supported by adults do not take full account of the mixed ages and abilities of the children taking part.
- Staff ensure that children with special educational needs and/or disabilities receive the additional support that they need it. They work effectively with parents and other professionals to ensure that children make as much progress as they can.
- Children's communication and language skills are good. However, there are times when staff do not give children enough time to think when they talk with them, and then give children time to put their thoughts into words. Staff use signing as an additional form of communication with children who are developing their speaking skills. Very young children receive good support as they progress from saying single words to putting two or three words together

to form short sentences.

- Children practise their handling skills in a variety of ways. Older children choose to get involved in a painting activity, and they can independently lift the lids on the bottles of paint and then squeeze the paint out of the bottles onto paper. They manoeuvre vehicles through the paint and create different shapes. Staff encourage the children to create different colours as the paints mix. Younger children happily explore paint with their hands as well as using brushes and small rollers.
- Policies and procedures are effective and inclusive for children. Some practice helps children to recognise their own unique qualities and the characteristics they share with others. However, staff's practice is not fully effective in helping children to learn about traditions and communities beyond their own.
- Staff support children in managing simple tasks for themselves and in developing self-care skills. For example, children learn to put on and take off their coats. Children learn safety rules, such as when playing on large climbing equipment.
- Staff support children's mathematical learning well. They introduce mathematical language effectively. For example, while building a high tower with blocks, staff encourage the children to count and talk about how many more blocks they need so that the tower will be taller than a staff member.
- Parents are extremely happy with the provision. Staff work with parents to help children to settle. They engage parents in their children's development and learning in the setting and at home, and keep parents informed about their children's achievements and progress. Parents comment on staff's professionalism and friendliness. They are very happy with their children's progress.
- Records, policies and procedures required for the safe and efficient management of the provision are well maintained and implemented.

Safeguarding

The arrangements for safeguarding are effective.

Staff identify and successfully minimise potential hazards, indoors and outdoors. The premises are secure so that children cannot leave unsupervised, and unwanted visitors cannot gain access. Staff recruitment and selection procedures meet requirements. Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. They are aware of the duty to prevent children being drawn into situations that put them at risk.

What does the setting need to do to improve?

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

- make certain that all activities are adapted effectively when children at different stages of development are invited to get involved
- give children more time to process their thoughts while in conversation with them and when asking them questions
- build on current practice for teaching children about similarities and differences so that they gain a better awareness of communities and traditions beyond their own.

Setting details

Unique reference number	2528616
Local authority	Warwickshire
Inspection number	10216559
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	1 to 4
Total number of places	23
Number of children on roll	41
Name of registered person	Little Achievers Day Nursery Ltd
Registered person unique reference number	2528615
Telephone number	07590914903
Date of previous inspection	Not applicable

Information about this early years setting

Little Achievers registered in 2019. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate qualifications from level 2 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm.

Information about this inspection

Inspector
Jan Burnet

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 her evaluation of the provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, deputy manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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