

Inspection of Little Leaders Day Nursery

79-81 Cotterills Lane, BIRMINGHAM B8 3RZ

Inspection date:

9 December 2021

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

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 demonstrate that they feel happy and enjoy their time at this nursery. They arrive enthusiastically and settle well. They happily say goodbye to their parents at the door. Children are greeted by friendly staff who smile warmly and engage children in conversation, for example about their lovely party clothes. Children excitedly talk to staff about the Christmas party. They are confident to speak to visitors and use a wide range of vocabulary as they talk with staff about what they would like for Christmas. Children write letters to Santa with a list of toys they would like.

Children behave well. They know what is expected of them and are learning to do things for themselves. For example, they make choices about their play as they move around the open-plan room. Children are excited when Santa arrives and they receive presents. They enjoy singing along to Christmas songs, such as 'Jingle Bells'. Children play in the water as they fill and empty containers. Staff introduce counting as children calculate how many jugs it takes to fill a container. They introduce words such as 'full' and 'empty'. Children show their creativity as they make collages with different colourful materials.

However, children's health and well-being are not always fully promoted as areas of the environment are not maintained to a suitable level.

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

- Since the last inspection, leaders have identified gaps in the supervision, monitoring and coaching of staff. They have now introduced a regular programme to support staff and their performance. However, the quality of teaching and learning is generally good.
- Prompt and effective action has not been taken to resolve identified areas for improvement. For example, peeling paint in the nappy changing area and damp in areas used by staff have not been rectified. Also, on the day of the inspection, staff did not consistently follow the manager's own risk assessment in relation to not using an area of the garden because of a small crack in a slide and a damaged fence panel. Although on the day of the inspection this did not have a significant impact on children's safety and well-being, there are inconsistencies in staff following the nursery's own risk assessment. Therefore, leadership and management require improvement.
- Staff plan effectively across the seven areas of learning. They organise defined areas of learning and are implementing 'in the moment' planning. This helps support children to follow their interests, which is encouraged by staff.
- Children with special educational needs and/or disabilities are provided with very good support. The special educational needs coordinator is knowledgeable in her

role. She works closely with other staff to implement strategies to help children and their families. Staff who are bilingual engage well with children who speak English as an additional language. Children benefit from opportunities to use English as well as their home language in their play and learning.

- Staff work well with parents to find out children's interests from home. Parents speak highly of the nursery and praise the staff for the support they give their children when they start. They say that they have recommended the nursery to other family members and their children look forward to attending. Parents know that they can find information about their children's progress and next steps on the online platform. This means that they can support their children's learning at home.
- Staff gain a clear knowledge of children's background and heritage, which they include in the curriculum. For example, they celebrate a cultural day and staff and children dress up in their traditional clothes.
- Staff encourage children to be physically active and energetic. Indoors, children count as they jump through a rope ladder. They enjoy daily fresh air in the areas of the garden safe to use, where they ride bicycles, balance on stilts and explore the sensory shed.
- Parents provide their children with a packed lunch and staff provide children with healthy snacks. Staff introduce activities to children about healthy eating and the importance of brushing their teeth, to help children understand the importance of healthy lifestyles. Staff ensure children regularly wash their hands before meals and after using the toilet.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs and symptoms of the different types of abuse. They know who to report concerns to. The manager is one of the leads for safeguarding and has a good understanding of her role. She holds discussions at regular team meetings and asks questions to check staffs' knowledge of safeguarding. There are secure arrangements in place for safer recruitment of staff. All staff at the setting hold a paediatric first-aid certificate. The manager completes risk assessments to ensure children are kept safe. However, on the day of the inspection, it was found that all staff do not consistently follow the risk assessment in place with regards to the garden. This does not have a significant impact on children's safety.

What does the setting need to do to improve?

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

	Due date
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ensure that there are robust systems in place to supervise, monitor and coach staff in order to tackle underperformance, ensure they are suitable to fulfil the requirements of their roles and to help secure improvements	30/12/2021
ensure that clear procedures are in place and understood by staff in relation to areas of the garden not to be used	30/12/2021
ensure that prompt action is taken to ensure that the building is in a good state of repair in relation to the nappy changing area and the areas used by staff.	30/12/2021

Setting details

Unique reference number	EY481745
Local authority	Birmingham
Inspection number	10216725
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	2 to 4
Total number of places	32
Number of children on roll	29
Name of registered person	Little Leaders Day Nursery Limited
Registered person unique reference number	RP533997
Telephone number	01212704093
Date of previous inspection	3 October 2016

Information about this early years setting

Little Leaders Day Nursery registered in 2014 and is managed by a limited company. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 to level 6. The nursery opens Monday to Friday, term time only. Sessions are from 9am until midday and from 12.30pm until 3.30pm. The nursery also offers full-time places for children from 8.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Turner

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 and the inspector had a tour of all areas of the provision and discussed the organisation of the setting and the education programmes.
- Parents provided feedback for the inspector through discussions. The inspector also spoke to staff and children and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- A leadership and management meeting was held with the provider and managers.
- The inspector carried out a joint observation of an activity with the manager.
- A sample of relevant documents were viewed by the inspector, including suitability checks for staff, paediatric first-aid certificates and safeguarding policies.

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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