

Inspection of Little Green House Childcare

The Old Mill Barn, Mill Street, Bridgnorth, Shropshire WV15 5AG

Inspection date: 20 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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's health, safety and well-being are supported well. They thrive outdoors where they take part in a wide variety of activities, linked closely to their interests and learning needs. When outdoors, staff ensure children are dressed appropriately for the weather. Children look forward to lunchtimes when they eat hot, nutritious meals that take account of individual dietary needs. Second helpings are available, including extra vegetables, to ensure children's healthy appetites are satisfied. Staff carefully monitor children's intake of food and ensure that all children eat enough throughout the day.

Children look out for each other. They help each other onto the train that they build from crates. Children behave well. They become increasingly adept at managing tasks for themselves. Children are responsible for their belongings and choose and serve their own breakfast cereal and snacks throughout the day. Their imagination is captured as staff encourage them to re-enact their favourite dinosaur and dragon stories. Children work as a team as they think of ways to rescue the dinosaur eggs from the 'ferocious' dragon's fire. Elsewhere, babies eagerly use musical instruments as they join in singing sessions. Children gain a range of skills and positive attitudes in readiness for their future learning, including school.

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

- The enthusiastic management team and staff have high expectations for all children. The high level of qualified staff and good teaching practice have a positive impact on the learning experiences that children receive. Support for children with special educational needs and/or disabilities is a strength of the nursery.
- Children form strong attachments with staff, who are sensitive to their individual needs and know them well. Babies demonstrate that they are emotionally secure in the nursery, as they smile and regularly snuggle up to staff for cuddles. Children's behaviour is managed well.
- Staff play with children at their level, supporting their play and learning, but are confident to step back when adult intervention is not required. There is a good balance of adult-led and child-initiated activities linked to children's interests. However, occasionally, staff do not always notice the quieter, less-confident children during group activities.
- Staff provide children of all ages with a variety of opportunities to make marks and develop their small muscle skills, in readiness for future writing. Babies squeeze scented dough, and toddlers use chunky brushes and crayons that they can hold easily. They use their fingers to create patterns and marks in shaving foam. Pre-school children demonstrate good pencil control as they write for

purpose during activities. For example, they work together as a team to create tickets for the train and shopping lists for provisions. They recognise and can write some letters of their name. All children develop a deep interest in books. They have access to a variety of fact and fiction literature.

- Throughout the nursery, children learn to count, recognise shapes, match numbers to quantities and learn simple addition and subtraction.
- Babies are provided with a range of opportunities to promote their curiosity and investigative skills. They discover that they can see their reflection in metal bowls and can make various sounds as they bang a spoon onto different vessels.
- Staff provide many opportunities for children to be physically active. Babies confidently 'cruise' along while holding onto low-level furniture. Toddlers learn to safely manage the stairs. Older children manoeuvre wheeled toys with growing skill and confidence.
- Relationships with parents are strong, which supports children's learning and development. Staff regularly share information about children's progress and suggest ideas about how learning can be further enhanced at home. However, they do not always fully support parents to help accelerate children's acquisition of toileting skills at home.
- The management team reflects on practice and includes staff and parents in the self-evaluation process. Managers regularly monitor staff practice and have a clear understanding of their strengths and areas for improvement.
- The well-being of the staff is very important to the management team, and staff report that they feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

The manager implements robust recruitment, vetting and induction procedures to help ensure that those working with children are suitable to do so. Managers and staff have a comprehensive understanding of the possible signs and symptoms that may indicate a child is at risk of harm, and know when and where to refer a concern. The provider complies with the required staff-to-child ratios at all times. Children are supervised well at all times. Accidents are recorded and parents are informed. Staff help children learn to keep themselves safe. For example, children learn how to safely handle and use scissors.

What does the setting need to do to improve?

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

- organise activities in a way that consistently meets the needs of all children, including the quieter, less-confident children
- work more closely with parents to share strategies to help accelerate children's acquisition of toileting skills.

Setting details

Unique reference number	EY482710
Local authority	Shropshire
Inspection number	10219999
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	40
Number of children on roll	98
Name of registered person	Jennifer Lace Childcare (Shropshire) Limited
Registered person unique reference number	RP901390
Telephone number	01746765766
Date of previous inspection	23 August 2016

Information about this early years setting

Little Green House Childcare registered in 2014 and is situated in Bridgnorth, Shropshire. The nursery employs 22 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 and above, including one with level 5, one with level 6, one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

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 manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. The deputy manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the provider, manager, deputy manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and checked evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She also spoke to children about their experiences in the nursery.

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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