

Inspection of Little Lingfields Limited

Little Lingfields, 9 Lingfield Point, Darlington DL1 1RW

Inspection date: 27 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 have very good relationships with their key person and they settle quickly on arrival. Older children demonstrate high levels of confidence and independence. They are eager to play and make their own decisions about what they want to do. For example, children spend a long time exploring ice, water and paint. They use hammers to break the ice and excitedly watch what happens as they mix a variety of paints together. Staff encourage children to predict what might happen next. This helps to develop children's critical thinking skills.

Children are excited to engage in the learning opportunities staff carefully plan for them. For instance, babies enjoy a range of sensory play. They are intrigued as they watch rice fall through a funnel and they happily taste new foods, such as lemons and stuffing. Children develop their social skills and happily play together. Toddlers and older children work with each other to build an obstacle course using wooden blocks and plastic crates. They share and take turns with resources and help each other to complete the course. Older babies use their imagination effectively to bring their ideas to life. They mix water and teabags and pour staff 'tea' from metal teapots. Staff have high expectations of children. They support children to manage their feelings and teach them right from wrong. As a result, children behave well.

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

- Overall, staff support children's communication skills very effectively. For example, they talk to children throughout the day and use lots of repetition to help them learn and remember new words. Staff provide visual clues, such as pictures to help children learn about the nursery routine. They present clear information about activities and encourage children to recall past events. Most children use their language confidently and successfully to share their thoughts and ideas. However, staff do not always support the quieter or less confident children to speak or join in. This means that they miss opportunities to extend some children's speaking skills.
- Parents praise the staff team. They feel they have been very well supported during the COVID-19 pandemic. Parents feel that their children are extremely well cared for and that they receive lots of valuable information about their children's learning. However, staff do not use vital information gathered from parents about what their children already know and can do when they first start at the setting.
- The manager's intent for the curriculum is clear. Staff observe, plan and implement an ambitious, sequenced curriculum that is designed to give all children the knowledge and understanding they need for their future learning. For example, pre-school children use pipettes to move water between

containers. Staff explain that this is to develop children's fine muscle skills to help support pre-writing skills.

- Children have ample opportunities for physical development. Older children relish their outdoor play. They skilfully manoeuvre wheelbarrows, negotiate traffic cones and balance on wooden planks. Indoors, babies have opportunities to climb and crawl on small wooden ramps. Toddlers climb in the outdoor sandpit and use spades to fill buckets. This helps to strengthen children's balance, movement and coordination.
- Staff are excellent role models for children. They continually show children how to be respectful and kind. When children occasionally need reminding about their behaviour, staff do so in an age-appropriate and sensitive manner.
- Staff have excellent relationships with other professionals. They ensure that children with special educational needs and/or disabilities (SEND) receive appropriate support when they need it, to help them reach their potential. The knowledgeable special educational needs coordinator (SENCo) and staff work very hard to implement support plans, which meet the individual needs of children.
- The nursery provides nutritious meals and snacks for children each day. Staff encourage children to sample a variety of foods. They give consistent messages to children about what foods are healthy and how exercise is good for their body.
- The leadership team has a clear vision for the nursery. The team works closely with the staff team to look at the strengths and weaknesses of the setting. The manager carries out regular observations of her staff and provides them with ongoing support and training. Staff feel well supported by the leadership team.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team and staff have a good understanding of their roles within safeguarding. They recognise signs and symptoms that would cause them to be concerned about a child's welfare. They are confident about the procedures to follow to make a referral. All staff are aware of the procedures to follow should an allegation be made against a member of staff. Furthermore, staff understand how to identify children who may be exposed to extreme views. Staff are vigilant about safety. They use risk assessment effectively to keep children safe. Staff are well deployed and supervise children at all times.

What does the setting need to do to improve?

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

- support staff to identify the more quieter children to make sure that they have the same learning experiences as the more confident children

- use detailed, initial information gathered from parents more effectively, when children start attending, in order to plan for what children need to learn first.

Setting details

Unique reference number	EY491829
Local authority	Darlington
Inspection number	10217889
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 5
Total number of places	59
Number of children on roll	115
Name of registered person	Little Lingfields Limited
Registered person unique reference number	RP904374
Telephone number	01325 354930
Date of previous inspection	18 August 2016

Information about this early years setting

Little Lingfields Limited registered in 2015. The nursery employs 22 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

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 carried out a learning walk. The manager talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting and reviewed evidence of the suitability of staff working in the nursery.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of an activity with the deputy manager.
- Parents shared their views on 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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