

Inspection of Little Plums Nursery Sneinton

Old School Hall, Windmill Lane, Sneinton, Nottingham, Nottinghamshire NG2 4QB

Inspection date: 31 January 2022

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 show that they are happy and safe at the nursery. They have close attachments with their key person and look to them for reassurance when they are upset or tired. Babies explore their environment with confidence. They squeal with delight as they explore the snow flour and watch it fall through their fingers. Children develop their physical skills through a range of stimulating experiences. They spend time in the outdoor area where they develop their large-muscle skills. They negotiate the climbing frame and mix 'potions' in large tubs with sticks and spoons.

Children are gaining increasing levels of self-control. They listen to staff's calm reminders about behavioural expectations and respond appropriately. For instance, babies are reminded 'feet on the floor' as they start to climb on furniture. They stop, listen and lower themselves to the floor and smile when staff praise them for good listening. Children learn to take turns and share. They show respect towards each other, the staff and the environment.

Children are eager to explore the wide range of well-planned activities set up for them. Staff have high expectations for children's learning, particularly their mathematical development. For example, children learn to count from zero to five. They then learn to recognise the numbers as staff introduce them to the activities planned linked to their interest. Children then progress to adding two groups of objects together to equal five. This sequenced learning secures children's understanding of early mathematical concepts.

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

- Leaders and staff have considered the impact that the COVID-19 pandemic has had on children's learning. As a result, they target planning to ensure that staff support the individual needs of each child. This helps them to make continuing progress through a broad range of experiences and activities. As a result, staff support children's social skills through well-planned activities, such as playing games to encourage turn taking and sharing.
- Parents speak highly of the nursery. Staff gather information from parents about experiences children have had before starting at the nursery. This helps them to understand what children already know and can do. Parents confirm that they are kept informed about their children's progress and given ideas to further support children's learning at home.
- Staff work hard to ensure that children with special educational needs and/or disabilities have their needs met. The special educational needs coordinator is knowledgeable in her role. Staff support families and work with other professionals to implement strategies to help children make the best progress

they can. They share information with parents to support continuous learning at home.

- Staff support children's language development well. They talk to children as they play and aim to help them build a wide vocabulary. Sign language is used throughout the nursery and supports the development of essential communication skills, such as attention and listening. Despite this, staff do not always give children enough time to think and respond to questions asked, to strengthen their development even further.
- Children are independent learners. From an early age, babies and toddlers learn to use spoons and forks to feed themselves and pour their own drinks. They continue to develop these skills as they move through to the pre-school room. For example, older children serve themselves their meals, scrape their plates and clean the tables. They make choices about what they would like to eat and drink. This helps to develop their skills and confidence ready for school. That said, on occasions, mealtimes can become chaotic with children moving around without direction from staff.
- Staff are passionate about children making progress and celebrate their achievements with a 'well done' and 'high five'. This response from staff makes children excited about their learning. For instance, staff engage with children as they race their cars down the ramp. Children's faces light up and they stomp their feet with joy when announced the winner.
- Staff use their interactions with children to help promote equality and diversity. For instance, staff and children share family photos and positively discuss the differences. This helps children to develop an understanding of the diverse cultures within their community. However, staff do not always provide enough opportunities for children to celebrate and develop the languages they speak at home.
- Staff feel supported, valued and respected by the management team. Effective strategies, such as supervision and individual meetings, are used to evaluate workloads and promote staff's well-being. Staff are offered frequent training opportunities to keep their skills and knowledge up to date. This gives staff confidence in their roles and enables them to enhance their own professional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection issues. They have a secure understanding of the correct procedure to follow if they have concerns about a child. Staff attend regular training to ensure that their safeguarding knowledge is up to date. This knowledge is monitored by the manager, as she regularly quizzes staff during meetings and supervision sessions. Staff make sure that the premises are secure. This ensures that children cannot leave unsupervised and no unauthorised visitors can gain entry.

What does the setting need to do to improve?

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

- allow children more time to think through their ideas and responses to questions they are asked, to maximise their learning
- provide opportunities for children to develop the language they speak at home, to support their communication skills
- review the organisation of mealtime routines, to ensure that all children remain engaged and supported.

Setting details

Unique reference number	2583493
Local authority	Nottingham
Inspection number	10217346
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	1 to 4
Total number of places	82
Number of children on roll	78
Name of registered person	Little Bath's Limited
Registered person unique reference number	RP553715
Telephone number	0115 8243000
Date of previous inspection	Not applicable

Information about this early years setting

Little Plums Nursery Sneinton registered in 2020 and is in Sneinton, Nottingham. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and 3 and one member of staff holds a qualification at level 6. The nursery is open from Monday to Friday all year round, except for bank holidays and a week between Christmas and New Year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Langley

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together and discussed how the curriculum supports children's learning.
- The inspector carried out a joint observation on an activity with the manager.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the management team. She reviewed a sample of documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke with staff, children and parents during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022