

# Inspection of Little Monsters Childcare

38 Elmgrove Road East, Hardwicke, Gloucestershire GL2 4PY

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Inspection date: 8 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

All the children get the chance to play together at the start and end of the day. They form good relationships with staff and each other. Younger children explore the large open-plan play spaces indoors. They practise physical skills, such as climbing steps to low-level slides or crawling across different textures on the floor. They use their senses as they sit in a tray with rice. Staff encourage them to feel the rice with their fingers, use spoons to fill containers and then let the rice trickle out. They talk with children about the sounds as it 'patters' back into the tray.

Pre-school children have a whole house with different rooms to use. They can be imaginative, build with different types of blocks or get creative with paints, pens and craft materials. Children show consideration and kindness to others. For example, when they have finished playing with the junior tablet computer, they hand it to friends who have been waiting to play with it.

Children are curious and inquisitive. They are starting to learn what makes them unique. For example, babies lie on the floor and look at themselves in the mirror tiles on the wall. Staff talk with them, pointing out facial features: eyes, nose and mouth. They remark on expressions, and children respond with smiles and laughs.

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

- Staff follow children's interests and support them as they choose what they want to play with. Older children recall shapes as they fill baskets with pretend food. They tell staff that the pizza and cake are triangles, and the apple and tomato are round. Younger children use chalks to draw on boxes and the chalking wall. They talk about their pictures, saying there is 'mummy and daddy' and the sea. Children are making connections and using their mathematical knowledge and imaginations.
- The manager has a clear vision for the curriculum which she shares with staff. She is supporting staff to develop good teaching skills. Staff observe and play with children to help them plan for the next steps in children's development. However, at times, less-experienced staff spend more time watching the children. They miss chances to interact with the children to encourage learning.
- Older children learn to keep themselves safe and develop physical skills. On the walk to a nearby park, they know to stop at the kerb and check for cars before crossing. Children work together as they push the roundabout to make it spin. They use the rope and planks to get onto the platform of the climbing frame. When they struggle to get back down, they ask for help from staff. Next time they climb up, they remember what to do and can get down on their own.
- Parents are complimentary about the staff and the progress their children are making. Staff use online systems, newsletters and talk with parents at the end

of the day. Staff check how parents like to receive information. Parents let staff know about different home languages. However, staff do not check how parents and children need to receive messages and information to make sure these are clear for them.

- Children's behaviour is good. They show they understand how to care for others and their play spaces. For example, when staff play the music to signal it is time to put the toys away, all the children help. Older children show younger ones which box the toy blocks need to go in. At mealtimes, children help staff set up the tables and chairs. Older children help clear away plates and cups after eating.
- The manager and staff track children's progress. They recognise when there are gaps in children's learning. The manager helps staff adapt activities to better support children. She has worked with external agencies to help children's communication skills. However, she has not yet followed up with other professionals who could offer support with other areas of development.
- Children benefit from caring staff and interesting environments. Children share in celebrations and learn about their local community. They enjoy singing songs and listening to stories. They are developing positive attitudes to learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their duty to protect children. They know possible signs that may mean a child is at risk of harm. The manager checks staff understand how to keep children safe. She makes sure staff know the correct procedures for referring concerns. The manager has good systems in place for checking staff are suitable to work with children. Staff make sure the play spaces are safe for children. They carry out risk assessments indoors, outdoors and for outings. They take action to minimise or remove potential hazards. Staff talk with children about managing risks to help them learn how to keep themselves safe.

## What does the setting need to do to improve?

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

- improve ways in which less-experienced staff interact with children to enhance learning
- consider alternative communications methods to help children and parents' understanding
- continue to build on ways of working with other professionals to support children's development.

## Setting details

<b>Unique reference number</b>	EY535834
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10217593
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 7
<b>Total number of places</b>	40
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Watkins, Christine Ann
<b>Registered person unique reference number</b>	RP910717
<b>Telephone number</b>	07502206109
<b>Date of previous inspection</b>	28 February 2019

## Information about this early years setting

Little Monsters Childcare registered in 2016 and is located in the Hardwicke area of Gloucester. The setting operates from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm on Monday, Tuesday, Wednesday and Thursday, and from 7.30am until 5pm on Friday. There are 10 members of staff who work with the children. Of these seven hold appropriate childcare qualifications, five at level 3 and two at level 2. The manager holds an appropriate childcare qualification at level 7 and another member of staff holds an appropriate childcare qualification at level 5. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anita McKelvey

## 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 inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.

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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