

Inspection of Little Bundles Of Joy

35 Wellington Road, Bilston, Wolverhampton WV14 6AH

Inspection date:

22 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in this nursery where staff establish warm and affectionate bonds with them. This helps children to feel safe and secure. In the pre-school room, children are excited to take their turn as the daily helper. They know the routine and the tasks they need to carry out. For example, they collect the plates and cutlery and set the table for lunch. However, not all children are supported to manage their own personal care.

Children respond positively to the praise they receive. They play cooperatively. They behave well and use good manners. They learn about the benefits of a healthy lifestyle. They demonstrate their understanding as they talk about the effect of different foods on their bodies. Children discuss how they care for their teeth at home and why. Outside, children take part in high-energy activities. They stretch and run as they attempt to catch bubbles.

Staff support children to develop their own identity. For example, children are excited as they arrive to find photographs of themselves on toy cars, set out by staff for them to use for a mathematics activity. All children, including children in receipt of early years funded education develop a positive attitude towards learning.

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

- The manager and staff have high expectations for children's behaviour. They use effective behaviour management strategies consistently. Children listen, respond to instructions and behave well.
- Staff do not support children under two and a half years of age to begin toilet training, despite them being developmentally ready. The acting manager reports this is due to the lack of toilet facilities on the ground floor of the nursery. This does not support children to learn to become independent and manage their own personal care.
- The acting manager monitors staff performance and provides ongoing support and training. She carries out regular peer reviews and supervisions. Staff now undertake regular observations of children's learning, make accurate assessments of what children know and what they need to learn next. However, she does not ensure that staff provide support for children in the ground floor rooms, to acquire toileting skills.
- Staff have a good understanding of how children learn and provide activities linked to children's interests and learning needs. However, less-experienced staff do not always know how to extend children's learning during play. This does not help children to sustain interest and during these times they become less engaged.

- Staff place an emphasis on promoting children's speech and language skills. In the pre-school room, staff help children to build sentences and extend their vocabulary. They engage children in interesting conversations and encourage them to use their developing language to express their ideas and opinions. Younger children become familiar with a wide range of rhymes and confidently join in with action songs.
- Staff promote children's mathematical development in a fun and interesting way. Younger children build their mathematical understanding as they sing number songs. They learn to recognise simple shapes. Older children begin to solve simple number problems. For example, they work out how many more cups they need so that everyone can have a drink.
- The acting manager undertakes self-evaluation of the nursery. However, she has failed to recognise a gap in the curriculum with regard to supporting children to acquire toileting skills. She has, however, identified areas for improvement. For example, to further enhance the outdoor area. She has plans to create an area where children can learn how to grow vegetables and fruit to further extend their knowledge of healthy lifestyles and knowledge of the world.
- Staff in the room for two-year-old children, do not work in partnership with parents to support their children's acquisition of toileting skills. This does not support children to become independent and manage their own personal care.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of the signs and symptoms of abuse and neglect. They know how to make a referral to the relevant agencies in the event of a concern about a child's welfare. Children are supervised well, indoors and outside. Staff assess risks regularly to identify and remove any potential hazards to children. Children learn how to keep themselves safe, such as how to use stairs safely. The manager has robust recruitment in place to help to ensure staff are deemed suitable to work with children.

What does the setting need to do to improve?

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

	Due date
ensure toilet training is introduced when children are developmentally ready and not delayed due to operational restraints	25/03/2022
work closely with parents and share strategies to help accelerate children's acquisition of toileting skills.	25/03/2022

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

- enhance the monitoring of the curriculum to ensure that all areas of learning are implemented, with particular regard to toileting skills
- provide more guidance and support for less-experienced staff on how to extend activities that further promote children's learning.

Setting details

Unique reference number	EY563495
Local authority	Wolverhampton
Inspection number	10107134
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	32
Number of children on roll	20
Name of registered person	Little Bundles Of Joy Ltd
Registered person unique reference number	RP563494
Telephone number	01902 496389
Date of previous inspection	3 May 2019

Information about this early years setting

Little Bundles Of Joy registered in 2018. The nursery employs six members of childcare staff, five of whom hold early years qualifications at levels 2 to 3. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. It provides funded early education for two-, three- and four-year-old children

Information about this inspection

Inspector

Karen Laycock

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 acting manager and has taken that into account in their evaluation of the provider.
- The acting manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. The acting 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 acting manager, the owner, and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates. She viewed 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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