

Inspection of Little Waves Community Nursery

Kingsley Road, Weston-Super-Mare BS23 3TZ

Inspection date: 8 March 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Leaders have a clear vision for the nursery. They continually self-evaluate and reflect on what is working well and what could be improved. As a result, the quality of care and education that children receive remains high. Staff work in partnership with parents very well and parents are complementary about the care and learning opportunities their children receive. Staff work closely with professionals across other agencies to meet the needs of the children that attend. Staff have regular and high-quality training opportunities to continually enhance their professional development.

The curriculum provided is geared well to children's individual needs and interests. Staff support all children's learning and development well and all children make good progress during their time at the nursery, including those children from disadvantaged backgrounds and those with special educational needs and/or disabilities.

Children form strong bonds with their key person from the outset. They are happy when they arrive at the nursery eager to join in and engage in the activities available to them. Children get on well together, they play well with others and develop very good social skills. Staff promote children's independence very well from a young age through everyday activities. Children are well prepared for the next stage in learning and the eventual move on to school. They have good levels of self-confidence in what they are able to do for themselves.

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

- Staff know children well. They use information from parents, gathered when children first start, and their ongoing assessments. Staff use these to plan activities and learning experiences that help children progress in all areas of learning. Environments are well planned out, inviting and stimulating to children and children are motivated to learn.
- Staff extend children's communication and language skills very well. For example, they respond to all attempts to communicate made by children, they regularly model new vocabulary and encourage talk during their interactions with children.
- Staff provide children with good opportunities to celebrate what makes them unique and help children develop a strong sense of self. Children learn about themselves and others. However, staff do not always provide enough learning opportunities for children that promote diversity and reflect a range of cultural backgrounds to prepare them for life in modern Britain.
- Staff are good role models for children. They support children's personal, social and emotional development well. They use positive behaviour management

strategies, such as specific praise and visual aids to help children follow nursery rules. This helps to create a respectful and calm atmosphere.

- The nursery environments indoors and outdoors are well maintained, and staff implement suitable risk assessment procedures. The nursery is safe and clean.
- Teaching is consistently good throughout the nursery and staff give children good opportunities to lead their own play and develop their own ideas. However, staff do not always dedicate sufficient time to enable themselves to fully extend children's emerging interests.
- Staff ensure they regularly exchange information with parents. This helps them stay up to date about children's interests and well informed about their changing needs. Staff support parents to enhance their children's learning at home. For example, children learn about autumn and nature through activities staff send home. Children enjoy poetry and collect natural resources with their parents to bring back to nursery to explore with their friends.
- Children benefit from a wide range of activities that spark their curiosity, allow them to be imaginative and explore using their senses. In addition, this improves their attention and listening skills. For example, staff set out a range of interesting and unusual objects and artefacts made of different materials and with differing appearances. They encourage children to freely explore them.
- Leaders promote the professional development of staff and themselves well. They have good opportunities to gain qualifications in specialist fields. They implement what they have learned to raise the quality of care and teaching in the nursery. This helps to improve the outcomes for children. For example, leaders use psychological therapy techniques in supervision to help staff reflect on their practice more deeply.
- Staff have built links with local pre-schools. They invite pre-school staff into the nursery to meet children prior to them starting and share information with them about children's learning and development. This supports children's transitions to pre-school well.
- Staff provide children with good opportunities to develop their gross-motor skills which enhances their physical development well.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders fully understand their responsibilities to safeguard children. They have a deep knowledge of possible signs and symptoms that may indicate a child is at risk of harm. They attend a range of regular training courses. This ensures they maintain up-to-date knowledge and are clear on the procedures they should follow should they become concerned about a child's welfare. The manager ensures staff stay up to date with safeguarding and that children's welfare is paramount. For example, through regular team meetings and quizzes which help staff embed their safeguarding knowledge. Staff are all first-aid trained and respond effectively when children have accidents.

What does the setting need to do to improve?

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

- further support children's awareness of the world through learning experiences that focus on cultures, diversity and people beyond their immediate experience
- enhance staff teaching to extend opportunities for children to become even more deeply immersed in learning that has led from sparks in their interest.

Setting details

Unique reference number	EY332399
Local authority	North Somerset
Inspection number	10124349
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	36
Number of children on roll	21
Name of registered person	North Somerset Council
Registered person unique reference number	RP902488
Telephone number	01934 427450
Date of previous inspection	4 August 2014

Information about this early years setting

Little Waves Community Nursery registered in 2005 and is situated in the Bourneville area of Weston-Super-Mare, in North Somerset. It operates from premises in the grounds of Windwhistle Primary School. Children aged up to three years may attend. The Nursery is open Monday to Friday, from 8.40am to 3.30pm, during term time. The nursery is in receipt of free early education funding for children aged zero to three years. The nursery employs five staff to work with the children. Of these staff, one has a level 5 qualification, three have a level 3 qualification and the manager has a level 7 qualification.

Information about this inspection

Inspector

Dominique Allotey

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 nursery.
- The inspector held discussions with the leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector and the manager completed a learning walk together across all areas of the nursery to understand how the curriculum is organised.
- The inspector observed children's activities and teaching, inside and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector spoke to parents, staff and children 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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