

Inspection of Little Pioneers Nursery & Pre-School, Walsall Wood

7a Lichfield Road, Walsall Wood, WALSALL WS9 9NP

Inspection date: 15 March 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children make excellent progress in their learning in this home-from-home environment. Children of all ages have the freedom to flourish within a superb indoor and outdoor learning environment. They benefit from highly experienced staff, who provide children with rich opportunities for learning. For example, toddlers learn about their peer's heritage as they explore powdered paint to celebrate the festival of colour. Children and families have an overwhelming sense of inclusion and belonging within this diverse nursery.

Children establish beautiful friendships with staff, peers, and people in the local community. Since the COVID-19 pandemic, children have been unable to attend the local residential home. However, children's experiences remain rich, as they 'adopt a grandparent' and create themed artwork to decorate the home's lounge area. Children develop extensive knowledge of other people through social interactions.

Children's experiences are significantly enhanced by excellent staff, who are passionate to promote healthy habits and environmental education. Children are extremely confident to discuss the process of where food comes from. They grow their own food to feed to their pet snails. Teaching highly motivates positive relationships with food. Children explore raw ingredients to enhance their knowledge of their lunchtime meal. Children have the essential foundations for making healthy eating choices later in life. Children are extremely motivated to learn. They receive a wide array of hands-on experiences to embed concepts of the world in which we live. For example, children recycle the paper, glass and plastic within the nursery.

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

- Children are remarkably happy and settled. Leaders are confident to measure the impact the COVID-19 pandemic had on children's emotions and attachments. Leaders are extremely proactive to develop vigorous action plans to further enhance an already very effective induction process. This emphasis on emotional well-being means children feel secure. They are equipped to self-regulate their emotions. For example, older children spontaneously draw a face to express their feelings.
- The views of children are of utmost priority. Children's interests feed into the curriculum. Leaders ensure the child's voice is heard through a 'nursery council' coordinated by children. Children are taught about democracy. As a result, children are extremely confident and self-assured. Together, children develop their ideas and risk assess the impact. For example, younger children moved their play environment around because they wanted to create more space to

explore their dinosaurs.

- The key-person system is highly effective and staff know children's characteristics and abilities extremely well. They are extremely confident to build on what children know and can do. This ensures children's future success in their next stage of learning. For example, the nursery rules are shared in more detail with children as their understanding becomes broader. Older children have outstanding prior knowledge of acceptable behaviours, therefore, they create their own nursery rules.
- Children are extremely independent. Toddlers actively contribute to their own routine, such as taking part in self-registration. Pre-school children gather round a drink dispenser, engaging in extremely sociable interactions with peers. They are confident to self-serve themselves a drink when they are thirsty. Two-year-olds practise their fine motors skills, they select their own recycled soap dispensers which are filled with paint. They are confident to independently pump the dispenser, having control for quantity and colour.
- Children with special educational needs and/or disabilities (SEND) achieve the best outcomes for learning because their key persons are passionate about their roles and responsibilities for supporting all children's developmental needs. They coherently work with other staff and professionals to break down barriers for learning. Staff use visual prompts to enhance children's understanding of the routine. There are secure arrangements in place to support children with SEND.
- Parent partnership is exemplary. Parents receive a wealth of information to enhance their children's experiences, including monthly targets to work on at home. Parents are invited to contribute to the organisation of the nursery as part of a 'Parent Council'. Parents have a broad perspective of how they have a supportive role in their children's early education. Parents say they are overwhelmed with their child's nursery experience.
- Staff thrive because leaders are highly motivated in their roles. Staff receive focused targets to advance continuous professional development. They feel extremely supported within a 'buddy system', where staff less experienced are paired up with those more confident. Staff work exceptionally well as a team.
- Children flourish in their communication and language skills because they are constantly introduced to new vocabulary. For example, children know the word 'germination' and its definition. Older children practise their language skills during imaginative play, where they act out and narrate made up stories. Children are critical thinkers. They have time to independently test out their ideas.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are extremely knowledgeable about safeguarding. They are highly skilled to understand child protection, including female genital mutilation, internet safety and the 'Prevent' duty. Staff are sharp in their understanding of the procedures to follow, should they have concerns about a child's welfare or concerns about staff behaviour. Leaders have robust procedures in place to ensure

that staff are suitable to work with children. Staff benefit from an exceptional induction process, ongoing supervision meetings and a wealth of safeguarding scenarios to embed knowledge. Leaders significantly enhance confidence for first aid as staff regularly practise CPR during staff meetings. Older children are taught to be 'mini-medics'. Children learn about stranger danger through age-appropriate story books.

Setting details

Unique reference number	EY443864
Local authority	Walsall
Inspection number	10116447
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	1 to 4
Total number of places	72
Number of children on roll	145
Name of registered person	The Midcounties Co-Operative Limited
Registered person unique reference number	RP900862
Telephone number	01543 453257
Date of previous inspection	16 May 2016

Information about this early years setting

Little Pioneers Nursery & Pre-School, Walsall Wood registered in 2012. The nursery employs 28 members of childcare staff, 26 of whom hold appropriate early years qualifications at level 2, 3 or 6. The nursery opens from Monday to Friday all year round except for bank holidays. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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.
- A joint observation was carried out by the inspector and the manager.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection.
- Children spoke to the inspector during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability, safeguarding and complaint policies.
- The views of parents were considered by the inspector, through verbal discussions, phone calls and emails.

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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