

# Inspection of Little Foxes (Garston) Ltd

23 Island Road, LIVERPOOL L19 1RL

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Inspection date: 23 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children's well-being is at the heart of the nursery. They are warmly welcomed by enthusiastic and caring staff. Parents drop their children off in the reception due to COVID-19 procedures. That said, children eagerly greet the friendly staff and happily go into the nursery rooms. Children are settled and ready to learn from the minute they walk into the nursery. They quickly choose from a variety of activities or sit down to have their breakfast.

Children are confident and form good relationships with their peers and staff. Babies are nurtured in the calm atmosphere as staff support them to settle and offer them lots of reassurance. Children share books and sing songs. This develops their communication and language skills. Staff follow children's interests. For example, older children laugh with delight as they take turns to roll down the ramp in their cars.

Children spend the majority of their day in the large outdoor play area, with a range of opportunities to develop their physical skills. For example, babies can crawl in and out of the outdoor sandpit, while older children run or ride on a range of wheeled toys. Staff plan stimulating activities that ignite children's curiosity. For example, older children enjoy finding balls of frozen ice which are hidden around the nursery garden. They use their upper-body strength to smash the balls of ice on the ground.

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

- Leaders and managers have a shared vision for the nursery, which staff feel involved in. They expertly support staff well-being through many initiatives. For example, appreciative weekly quotes are written on a whiteboard to celebrate what staff do well. Newly recruited staff are supported by a 'buddy' who offers them support and mentoring. All staff feel valued and respected in their role, which has a positive impact on children.
- Staff plan activities that are based on children's interests and create curiosity. This helps children to be motivated to learn and engaged in their play. Staff know the children well and know what they want children to learn. However, this does not always precisely build on what children can do now, across the seven areas of learning. Therefore, teaching is not always focused on what children need to learn now.
- Staff share stories and consistently enhance children's communication and language skills. Children who need extra support are quickly identified. Staff work with outside agencies and share any concerns promptly. This ensures that all children receive any additional support needed to help them to make the best progress possible.

- Leaders and managers focus on children's emotional well-being. Staff consistently support children to feel safe and secure. Babies and toddlers practise baby yoga and massage. Older children listen to 'The Colour Monster' story, which helps them to understand how to express their feelings. Children also benefit from the 'mindfulness' room. This gives them a space to be calm and time to relax. Therefore, children's self-esteem is promoted and valued.
- The key-person system is highly effective and staff understand the needs of the children in their care. They are extremely caring and skilfully support new babies to build strong bonds with their key person. This helps to ensure that babies feel settled and happy.
- Partnership with parents is a strength. Parents are extremely happy and feel very well informed of what their children learn. This is communicated well through daily feedback and the nursery app. Staff share information with families to support their children's learning at home. For example, guidance is shared about how to encourage children to eat healthy food and to support children to brush their teeth. Parents are consistently involved in celebrations. For example, they enjoy a Mother's Day afternoon tea with their children in the nursery garden.
- Staff have high expectations for all children. Behaviour is good and children show care and concern for others. For example, older children help to serve some younger children their pasta during lunchtime. Children are encouraged to use manners. As a result, they say 'please' and 'thank you' when appropriate.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have robust recruitment and vetting procedures in place. Staff undergo checks to ensure that they are suitable to work with children. Staff demonstrate a clear understanding of any potential signs of abuse to help identify if a child is at risk of harm. They undergo regular safeguarding training and know how to refer concerns about a child's welfare. Staff are fully aware of the whistle-blowing policy and know procedures to follow if they have any concerns regarding a colleague. A high number of staff hold first-aid certificates, which means there are always staff on hand to deal with any accidents and injuries. The premises are safe and secure, which ensures children's safety at the nursery. Children are also involved in assessing their own risks. For example, they recognise the risks of using scissors and know how they can 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:**

- ensure that staff plan learning that is more precisely focused on what children can do now, to help develop their next steps across the seven areas of learning.

## Setting details

<b>Unique reference number</b>	EY551135
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10133787
<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 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Little Foxes (Garston) Limited
<b>Registered person unique reference number</b>	RP551134
<b>Telephone number</b>	07714093507
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Foxes (Garston) Ltd registered in 2017. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and three hold level 3. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round. The nursery provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janine Tours

## 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 area manager, manager and inspector completed a learning walk together to discuss the provider's intentions for children's learning.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with leaders and managers. The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working 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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