

Inspection of Little Leprechauns PDN, Pre-School & Out Of School Club

The Park Hotel, Bradford Road, Batley, West Yorkshire WF17 8HG

Inspection date: 13 April 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this welcoming and friendly nursery. They establish strong bonds with staff. This helps children to feel emotionally secure. Children enjoy choosing from the varied activities set up for them inside. The youngest children show considerable concentration as they roll vehicles down ramps. In the main playroom, children develop their small-muscle skills as they pick up small toys using chopsticks. Pre-school children squeal with delight as they play 'What's the Time Mr Wolf?' with the staff and older children from the out-of-school-club.

Children, including those with special educational needs and/or disabilities (SEND), make good progress. This is because staff know the children extremely well, so their learning needs are clearly identified. Children in receipt of additional funding benefit from more dedicated support provided by their key person. Children behave very well. They play together companionably and are learning to take turns and to share resources. They are polite and helpful.

Staff recognise the impact of the COVID-19 pandemic on children's emotional development. As a result, they have carefully considered settling-in arrangements and are providing more opportunities for parents to come into the nursery.

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

- The manager has designed a cohesive curriculum built around children's interests. Children are provided with opportunities to develop skills in all areas of learning through planned activities and continuous play opportunities. Learning is well sequenced so children can build on their knowledge and skills. This is demonstrated effectively by the way resources for children's creative activities are set up. Younger children are given a more limited choice so they do not become overwhelmed. Older children can select from a wider range of resources to enable them to experiment more in their play.
- The development of children's speech and communication is given priority. Staff model new vocabulary clearly. They carefully correct any mispronunciation. In the baby room, staff provide a running commentary and praise children as they start to babble and vocalise. Conversations with staff at mealtimes help older children to speak in sentences.
- Support for children with SEND is a strength of the nursery. Staff show skill in identifying children who may need additional support. They develop targeted individual plans to help children to make progress. Where appropriate, referrals are made to other services, for example speech and language therapy. Staff have established effective links with other professionals who regularly visit the nursery.

- Children benefit from many opportunities to develop their physical skills. They have regular access to the on-site play gym. In the outdoor play areas, they use a range of trikes, dig in the soil using large spades and balance on wooden beams. The outdoor classroom enables children to explore a range of different learning spaces, for example woodworking.
- Children regularly become thoroughly engaged in their play and learning. However, there are times when the routines of the day impact on this. For example, children who are concentrating on a mark-making activity must stop because it is time for snack. Similarly, when the children are busy outside, they are told to stop and come in for circle time.
- Children thoroughly enjoy cutting their own fruit at snack time. They each have their own chopping boards and suitable knives. Staff show children how to use the knives safely and help them as they persevere. However, children do not pour their own drinks and, at lunchtime, their food is served for them. This does not consistently promote their independence.
- Children are helped to identify healthy foods in the role play area. After their snack, they discuss the importance of cleaning their teeth. Children's care needs are met appropriately. Children who are learning to use the toilet independently are given effective support.
- Parents are pleased with the level of care the nursery provides. They find the daily communication sheets very informative. Parents are provided with ideas for supporting their children's learning at home. Children were delighted to show the inspector the Easter pictures they had made at home for a competition. Parents of children with SEND are very appreciative of the support the staff provide.

Safeguarding

The arrangements for safeguarding are effective.

The manager understands her responsibilities as designated safeguarding lead. She is aware of the importance of making timely referrals should she have any concerns about a child's safety. Staff demonstrate a good knowledge of how to identify that a child may be at risk of harm. This includes awareness of a wide range of safeguarding issues, such as county lines and female genital mutilation. Clear flow charts to explain the processes staff need to follow should they have a concern about a member of staff are displayed in every area of the provision.

What does the setting need to do to improve?

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

- consider how daily routines could be improved to minimise disruption to children's engagement in their learning and play
- strengthen opportunities for children to develop their independence at snack and

mealtimes.

Setting details

Unique reference number	EY489550
Local authority	Kirklees
Inspection number	10218662
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	1 to 11
Total number of places	86
Number of children on roll	91
Name of registered person	Doyle, Mandy
Registered person unique reference number	RP516971
Telephone number	01924476700
Date of previous inspection	17 August 2016

Information about this early years setting

Little Leprechauns PDN, Pre-School & Out Of School Club registered in 2015. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including one at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

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 joined the inspector on a learning walk and discussed the curriculum and what they want their children to learn.
- The inspector spoke to children about what they like doing at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to parents and considered the written views of parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022