

Inspection of Little Luvs Childcare

Sure Start Carlisle South, Petteril Bank Community School, Burnett Road, Carlisle,
Cumbria CA1 3BX

Inspection date: 28 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

In response to the COVID-19 pandemic and during busier arrival times, staff collect children from their parents outside of the nursery. This helps to minimise any risks. Some children, such as those with special educational needs and/or disabilities (SEND), benefit from a staggered arrival time. This supports children to settle quickly and to feel emotionally secure. Relationships between staff and children are positive. Staff take a special interest in what children have been doing at home. They welcome children to talk about their experiences, to help them to feel valued. Children enjoy the flexibility of the appealing playrooms. For instance, younger children enjoy spending time with older siblings at times throughout their day. Children are very happy and settled at the nursery.

Leaders and staff support children to gain the knowledge and skills that they need for their next stages of learning, including starting school. Children with SEND are encouraged to use their 'helping hands' to complete tasks, such as hanging up their coat, to help them to develop independence. Younger children listen to stories that they know and enjoy, and confidently join in with the repeated phrases. When playing outdoors, they recall key events from traditional tales, such as 'The Three Billy Goats Gruff' and act these out confidently. Older children form some recognisable letters during creative play. They hear and say the initial sounds in words, such as those relating to their name. Children demonstrate a positive attitude to their learning and to each other. They show a willingness to help with everyday tasks, such as tidying up.

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

- Staff encourage children to develop a love for books and reading. They understand the geographical context of the nursery and the children and families that attend. The introduction of a book scheme is helping to ensure that all children have access to a variety of books at home. This is successfully helping to narrow the word gap and is supporting children, including those from disadvantaged backgrounds, to develop good early reading skills.
- The well-qualified staff have high expectations for every child. On the whole, they provide a wide range of learning that focuses on what children enjoy and need to learn next. When creating a number flower, older children show confidence to count from one to five in the correct order. They welcome the support from staff to count beyond this. However, at times, staff continue to focus too much on the planned task. This, occasionally, over challenges children. For instance, before children are able to count with competence beyond five, staff ask them to pick out numbers from a random set and to arrange these in order from one to 10. This does not support children to lead their own learning and build on their current skills most effortlessly.

- Children with SEND receive the early help and support that they need. Staff work together with parents and other professionals to target any gaps in children's learning. Children with SEND show a desire to engage in the meaningful sensory experiences that staff provide. During play with bubbles, they maintain focus for long periods of time and begin to use vocalisations to express their excitement.
- Additional funding is used well to close any gaps in children's learning. Children who speak English as an additional language enjoy using new equipment, such as voice recorders, to build on their confidence to communicate with others. Many younger children, including those with SEND, enjoy spending time in the enhanced sensory room. The soothing lights and sounds help children to adopt a sense of calm, and contribute towards their growing ability to manage their feelings and behaviour.
- Children enjoy spending time outdoors in the fresh air. They demonstrate their advancing physical skills when pedalling a bike over bumpy surfaces and up hills. Staff engage children in daily challenges, such as the 'one mile per day challenge', to encourage physical exercise. They offer support to parents to ensure that children eat a wide variety of healthy foods and adopt good oral health routines at home. This contributes towards children's good health.
- Staff complete a broad range of training that focuses on the needs of the children attending. Overall, there are established systems in place to monitor staff performance. However, due, in part, to the COVID-19 pandemic and to a reduction in staffing across the nursery, these sessions have become more informal and infrequent. This does not support all staff to focus intently on what it is they need to do in order to extend their good knowledge, skills and teaching practice further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create a culture of vigilance across the nursery. They ensure that all staff complete a broad range of safeguarding training, and test out their knowledge of this through the use of purposeful scenarios. This helps to ensure that staff have a good knowledge of the procedures to follow to protect children's welfare. All staff hold a paediatric first-aid qualification. They have a firm understanding of the procedures to follow in the event of an accident or an emergency. Staff are aware that children are growing up using an increasing range of technology. They share useful information with parents, such as the benefits of managing screen time, to help to promote children's health, safety and welfare at home.

What does the setting need to do to improve?

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

- challenge older children more precisely and extend ways for them to lead their own learning, to help to build on their current knowledge and skills most effortlessly
- strengthen the established systems for staff supervision and focus more intently on supporting staff to extend their good knowledge, skills and teaching practice.

Setting details

Unique reference number	EY362246
Local authority	Cumbria
Inspection number	10230062
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	55
Number of children on roll	38
Name of registered person	Petteril Bank School Governing Body
Registered person unique reference number	RP905365
Telephone number	01228 546903
Date of previous inspection	20 October 2016

Information about this early years setting

Little Luvs Childcare registered in 2009. The nursery employs four members of childcare staff. Of these, two hold appropriate qualifications at level 3, and the manager holds an appropriate qualification at level 4. The nursery is open Monday to Friday from 8am to 4pm, during term time. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Bowe

Inspection activities

- This was the first routine inspection that the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The manager led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the manager.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a separate meeting with the provider and the manager to discuss aspects of leadership and management.
- A sample of documents were viewed by the inspector. These included evidence of the suitability of staff, a record of staff qualifications and training, a range of health and safety documents, and some of the policies and procedures.
- The inspector spoke to a small number of parents 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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