

# Inspection of Little Pals Children's Centre Nursery Limited

Hemmington House, 51-53 Broadway, Clacton-On-Sea, Essex CO15 2EX

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Inspection date: 13 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children are warmly greeted by a member of staff at the front door of the nursery. They confidently separate from their parent and enter, excited to see their friends. Younger children often hug a member of staff on arrival, demonstrating their close relationships. Children are confident as they quickly find their favourite resource and happily engage with the familiar routines of the day. Children thoroughly enjoy showing their friends their photos on the family tree display, proudly explaining who people are. Older children are very nurturing towards younger children when they come together; they help them to join in with their games.

Children make good use of the large outdoor area, enjoying the wide range of resources on offer. In both rooms, they love to explore water play, which is readily available in a range of interesting ways. Children use their imaginations as they excitedly use their water squirters to aim at the chalk boards, pretending to put out a fire. Children are very independent from an early age. Their self-care skills are very much promoted in the nursery. For example, they help themselves to water during the day and ask for snack when they are hungry. Children persist with tasks, even when they find them difficult. Younger children continue to try and squeeze the paint out of a small bottle, encouraged by nearby staff. Children have good manners and say 'please' and 'thank you'. Staff praise their efforts, which increases their self-esteem.

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

- The nursery's curriculum has children at the heart of it. Staff focus on children's interests and parents' views, and use their observations and assessments to focus on what each child needs to develop further. Staff use their knowledge to plan inviting resources and activities to capture children's curiosity and encourage them to explore. Resources are open ended so that children can use items creatively. For example, children enjoy making a ramp using milk crates and wood. Staff skilfully position themselves to support children's learning through role modelling and suggesting new ideas to extend their play. However, some routines of the day do not always meet all children's needs. Some children disengage mid-morning, which can have an impact on other children's enjoyment.
- There is a strong emphasis on good communication. Staff effectively use songs, books and small-group work to develop children's speaking. They model good pronunciation and help nonverbal children by narrating play and naming objects.
- Children's imaginations are developing as they thoroughly enjoy role play. For example, they use a cardboard box as a doll's house and later a car. Staff engage in meaningful conversations. They skilfully ask open-ended questions to encourage children to think, and they listen carefully to their answers. Staff

teach children about road safety when they visit the local community.

- Children's physical development is well considered. Staff provide a wide range of opportunities for them to practise and develop their skills. They can play on a slide and with bikes, but also develop their small-muscle skills by practising using scissors and kneading play dough. Children show their excitement as they confidently use utensils to dig in the mud to find the hidden carrots. Maths is evident in everyday resources. Children independently use mathematical words, such as 'long' and 'short' to compare, for example, the length of their hair.
- Staff have high expectations of children's behaviour. They encourage them to listen and effectively support them to share using a visual timer. Staff are developing children's emotional literacy by helping children to identify and name their feelings. Staff show genuine care for the children. The special educational needs coordinator works very closely with other professionals to help them with strategies to support children. However, at times, there is a lack of consistency when supporting children who display challenging behaviours. This has an impact on how quickly children can regulate themselves and feel aided to calm down.
- Partnerships with parents are good. Parents speak highly of the nursery, noting its homely feel. Staff support the whole family, not just the children. There are very strong partnerships with other agencies to support the most vulnerable families. Parents are invited to the nursery for events, such as coffee mornings and jubilee celebrations.

## Safeguarding

The arrangements for safeguarding are effective.

All nursery staff and directors are committed to safeguarding children. They have all completed safeguard training and have a very secure understanding of their role. They are extremely knowledgeable in recognising signs of potential abuse and neglect, including the broader aspects of safeguarding. There is a clear procedure for reporting to the local authority, with contact numbers displayed in the office for easy access for any member of staff to use. Staff are also confident in the procedure to follow in the event of an allegation being made against a staff member. The nursery works well with external partners to support families that need additional help. There are good management procedures for recruitment and to monitor the continued suitability of staff.

## What does the setting need to do to improve?

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

- reflect on and revise the routines of the day so that all children remain actively engaged
- ensure a consistent approach to supporting children to regulate their own

behaviour.

## Setting details

<b>Unique reference number</b>	EY476838
<b>Local authority</b>	Essex
<b>Inspection number</b>	10118048
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Little Pals Childrens Centre Nursery Limited
<b>Registered person unique reference number</b>	RP529083
<b>Telephone number</b>	01225 436669
<b>Date of previous inspection</b>	12 August 2016

## Information about this early years setting

Little Pals Children's Centre Nursery Limited registered in 2014 and is one of two settings run by the same limited company. The nursery employs six members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, three members of staff hold a qualification at level 3, one staff member is working towards a level 3 qualification and another is working towards their level 2 qualification. The nursery also uses qualified bank staff from the sister nursery to provide cover in the event of staff absence. The nursery opens Monday to Friday during term time only. Sessions are from 9am until midday and from 12.30pm to 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Emily Holt

## 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 provider and the inspector completed a learning walk together and discussed their curriculum and what it is that they want the children to learn.
- 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 provider and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children during the inspection.
- The director showed the inspector documentation to demonstrate the suitability of staff.

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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