

# Inspection of Little Darlings Day Nursery

382-384 Hempshaw Lane, Stockport, Cheshire SK1 4NT

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Inspection date: 13 May 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 receive the best possible start to their education at this nursery. Every day is a new adventure, filled with learning and laughter. Children are completely settled and safe. They are nurtured and cherished by staff. Children behave incredibly well. They have impeccable manners, which are modelled by staff and embedded from the moment children arrive. Children are eager to explore and excited to join in with activities. They thrive in an environment which promotes learning at all times. Every moment is treated as a learning opportunity through thoughtful and engaging interactions with staff. Teaching is of the highest quality. Learning is planned to focus on what children need to learn next. Children remember what they have learned over time. For example, they recall the names and characteristics of animals that have visited the nursery. High expectations mean that children excel in their learning and make excellent progress.

Children show tremendous confidence in leading their own play and making their own choices. For example, when playing with dough, children thoughtfully select tools to manipulate it according to their creative vision. They use these tools with skill and develop their fine motor skills and hand-to-eye coordination. Children develop resilience with continuous encouragement and praise from staff. For example, babies persevere as they learn to scoop food onto spoons. Children are treated as the unique individuals that they are. Their preferences are given utmost consideration. For example, babies are given milk at the exact temperature they prefer. Children learn about the wider world through visitors to the nursery, such as firefighters and postal workers. They experience awe and wonder when musicians and authors visit the nursery, which helps to develop children's love of music and stories.

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

- The curriculum is meticulously planned to meet children's individual learning needs. Staff regularly assess children's progress to identify which areas of learning to focus on next. Small-group activities are used to challenge children. For example, children who are confident with numbers start to add and subtract. Children are eager to share their knowledge and soak up new information.
- Children with special educational needs and/or disabilities (SEND) experience exceptional care. The special educational needs and disabilities coordinator (SENDCo) is persistent in securing the support children require from other agencies, such as equipment and therapies. Meanwhile, targeted interventions and strategies, such as visual timetables, help children with SEND to make the greatest progress they are capable of. The work the SENDCo does to support children has been shared with other settings by the local authority.
- Support for children's language development is outstanding. Children are

consistently immersed in rich, vibrant language and Makaton signs as staff narrate their day. Babies share sensory books. Toddlers lift flaps, and older children begin to understand rhyme and repetition. Real-life examples, such as cookbooks, help children to understand the value of written language. Children acquire new vocabulary at a rapid rate and become effective and expressive communicators.

- Strongly embedded routines support children's exemplary behaviour. For example, when the bell is rung, children are told that it will be tidy-up time when the timer runs out. When the bell is rung again, children know what is expected of them and help to tidy up without hesitation.
- Children show high levels of independence in readiness for school. For example, children skilfully serve their own meals and pour their own drinks. They count out loud to 20 as they wash their hands and understand why this is important. Staff work closely with parents and schools to support transition. School children visit the nursery to talk about their experiences and answer questions. Children are exceptionally well prepared to start school.
- The manager and deputy manager know every family and personally greet parents when they arrive. Parents are delighted that they are now able to enter the nursery following the COVID-19 pandemic restrictions. They value the face-to-face interactions with staff. Parents are consistently involved in children's learning. For example, they take home rhyme and story bags. Parents are invited to stay-and-play sessions to learn how they can support children's language development at home. Consistency between children's learning at the nursery and at home is seamless.
- The manager inspires her team with her passion and commitment to her role. She equips staff with the tools they need to be the best practitioners they can be. This includes coaching, training and effective supervision. Staff's mental health is a key priority and is discussed at regular personal meetings. Staff feel supported, which enables them to fulfil their roles.
- Pupil premium is expertly utilised, for example to provide equipment that is handled in different ways, such as a pestle and mortar, teapot and tongs. This helps children to develop the small muscles in their hands. Children in receipt of funding achieve excellent outcomes.
- Staff at the nursery work closely with other agencies. For example, the nursery took part in the roll out of a local authority scheme where speech and language therapists came to the nursery. Parents were able to attend with their children. This has helped to remove barriers families faced in accessing this support and means that more children are getting the help they need.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know how to report any safeguarding concerns they have. The nursery is secure. Parents who enter the nursery must be allowed in by staff. Staff check each day who will be picking children up and ensure that children only leave with this person. Procedures for accidents and incidents are robust. For example, if

children bump their head, parents will be called and children are checked frequently. Staff are always aware of where children are and supervise them well.

## Setting details

<b>Unique reference number</b>	EY393758
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10109796
<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>	72
<b>Number of children on roll</b>	124
<b>Name of registered person</b>	Little Darlings Day Nursery Ltd
<b>Registered person unique reference number</b>	RP904511
<b>Telephone number</b>	0161 474 7475
<b>Date of previous inspection</b>	15 April 2015

## Information about this early years setting

Little Darlings Day Nursery registered in 2009 and is located in Stockport. The nursery employs 21 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, 13 hold qualifications at level 3, and three hold qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three and four-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff 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 on children's learning.
- The inspector carried out joint observations with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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