

Inspection of Li'l Champs

Preston P C T, 19 Stanleyfield Road, Preston PR1 1QL

Inspection date: 25 May 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 receive a warm welcome from staff as they arrive at the nursery. This helps them to settle quickly. Children follow the familiar daily routine with ease, demonstrating that they feel safe and secure. Children talk proudly about their family photos that are displayed in the role-play area. This creates a sense of belonging. Children confidently access resources during free play and seek help from adults when they need it. Staff are good role models and have high expectations for children. They gently remind children about positive behaviour. Staff promote independence as they encourage children to pour their own drinks at snack time and to fasten their own coats when playing outside. Many children who attend the nursery speak English as an additional language. Staff speak a range of languages and use their skills to communicate effectively with children and their families. They provide good support to help develop children's understanding and use of spoken English.

Children benefit from lots of opportunities to develop their physical skills. They take part in daily exercise sessions with enthusiasm. They climb, balance, run and jump in the outdoor area, developing their gross-motor skills. Children squeal with delight as they use the small muscles in their fingers and hands to pop bubble wrap in the sensory room.

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

- Staff have a good understanding of what children know and can do. They develop a curriculum based on children's interests and what they need to learn next. All children make good progress in relation to their individual starting points.
- Children are inspired to learn new things as staff plan an exciting range of activities. For example, they explore patterns as they use celery heads and paint to print. Overall, activities are well matched to children's abilities. However, at times, staff do not consider the development levels of younger children during group activities and they lose interest.
- Children are enthralled as they listen to staff read stories and sing rhymes that they have chosen. Staff change the tone and volume of their voice when storytelling. Children excitedly join in with repeated phrases from familiar stories. This helps to develop their love of reading and understanding of language.
- Children's mathematical development is supported well. Staff provide lots of opportunities for children to practise counting, sorting and matching as they play alongside them. Staff model words, such as heavy when lifting tyres outside to look for worms. This helps to develop children's understanding and use of mathematical language.
- Children learn about their own and others native countries, religions, and

cultures. Parents provide different traditional foods for children to taste and share photographs of family celebrations. Staff take children on daffodil walks in the local area. This helps children to develop an understanding of their own community and the wider world.

- Children learn about healthy lifestyles as staff provide a range of healthy snacks and talk to them about looking after their teeth.
- Staff are proficient at supporting children with special educational needs and/or disabilities. They use additional funding to meet children's individual needs. Staff work in partnership with parents and other agencies to ensure that children and families get the help they need.
- Staff have established good relationships with local schools. They take children on regular walks to help them become familiar with their new school. Children learn to recognise and write their names. This helps to ensure that they are well prepared for the next phase of their education.
- Parents are complimentary about the nursery and say they are happy with the progress their children make. They appreciate the information that staff share with them through an online app. Parents say that this helps them to support learning at home.
- Managers provide opportunities for staff to engage in professional development. This helps to develop the quality of teaching. Currently, managers are introducing different opportunities to support children to use their imagination skills. However, this is not yet fully embedded. Therefore, children do not always develop the ability to confidently express their thoughts and ideas.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident and committed to safeguarding children. They have a good understanding of their roles and responsibilities. Staff recognise signs of abuse and understand how to record and refer any concerns. This includes the procedure to follow if they have concerns about children or parents displaying extreme views or behaviour. Robust recruitment procedures are followed, and checks are made for staff to ensure their ongoing suitability to work with children. Staff conduct risk assessments to ensure that children are kept safe during outings to the local woodlands and allotments.

What does the setting need to do to improve?

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

- adapt planning to provide activities that support the development levels and participation of all children, particularly younger children
- support staff to continue to develop and embed the use of different opportunities to enhance children's imaginative skills.

Setting details

Unique reference number	EY493012
Local authority	Lancashire
Inspection number	10236724
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	2 to 4
Total number of places	32
Number of children on roll	17
Name of registered person	B & S Childcare Services Limited
Registered person unique reference number	RP534859
Telephone number	07933636101
Date of previous inspection	6 February 2017

Information about this early years setting

Li'l Champs was registered in 2015. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The nursery is open Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Staff support children who speak English as an additional language.

Information about this inspection

Inspector

Donna Thorpe

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 manager and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their 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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- 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.

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