

Inspection of Little Robins Ltd

Overchurch Junior & Infant School, Moreton Road, WIRRAL, Merseyside CH49 4NS

Inspection date: 1 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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

Children of all ages happily and safely access the activities on offer. Babies thoroughly enjoy playing with sensory materials. They eagerly repeat new words such as 'rattle' and 'rustle'. Toddlers show eagerness and enthusiasm as they independently fill containers with water. They pour water down tubes and delight at it gushes out. Pre-school children enjoy making sandwiches for a tea party. This helps to develop the strength in their hands as they safely use knives to spread butter and use cutters to create star- and circle-shaped sandwiches. Children are motivated and display a positive attitude to learning.

Children behave impeccably and understand the high expectations staff have of them. They follow instructions and show great maturity. For example, children know that to play on the large climbing frame, they need to wear a high-visibility jacket. Children listen exceptionally well; they follow advice and look at the slide to ensure it is empty before they slide down. Children are respectful to others; this is due to staff's consistent reminders about 'being kind'. Following the COVID-19 pandemic, leaders have placed great importance on ensuring children enter nursery happily. They have ensured every child has had the opportunity to build an extremely supportive relationship with at least one adult. As a result, children feel secure and show great confidence while in nursery.

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

- Members of the management team exhibit strong leadership skills and continually strive to improve. They have established systems to ensure the views of parents, staff and children are considered in any plans to improve the provision. The manager is committed to implementing suggested changes, such as extending settle-in sessions, following the request from parents. As a result, parents feel valued and are extremely happy with the nursery.
- Children develop their physical strength and stamina as they play outdoors. They work together to build 'forts' and 'castles' with tyres. Children show great imagination and resilience as they create a bridge with wooden planks to climb out of their castle. When feeling tired after strenuous activities, children select a piece of fruit and pour water to drink. They sit and relax with their healthy snack. Children develop a good understanding of how to ensure their physical health.
- Staff plan activities that follow a sequence of learning that builds on what children know and can do. Staff plan learning that is meaningful. For example, children learn about life cycles. They read books about caterpillars changing to butterflies. They are able to view this first hand as they excitedly wait for butterflies to emerge from their cocoons. These interesting experiences help children develop positive attitudes to learning.

- Staff help children to develop a love of reading. They have implemented a focus 'book of the month', for each age group. Children have become familiar with a wide range of stories. They are keen to join in with repeated parts of books and eagerly retell familiar stories. Staff provide parents with ideas of fun activities, based on the books, to complete with their children. This helps parents extend children's learning at home.
- Children with special educational needs and/or disabilities (SEND) receive good support. The special educational needs coordinator plans and reviews children's personal goals to ensure that they are receiving the correct help. Children's needs are met in a respectful way. This means all children feel valued and included.
- Leaders give high priority to staff well-being. Staff feel they can approach managers and always receive support required. Staff attend supervision sessions and appraisal meetings. They receive feedback to improve their practice. That said, leaders have not fully established a highly effective programme of professional development, to help raise staff practice to a higher level.
- Children in receipt of additional funding make good progress. Leaders provide them with visits to places that they may not usually experience. These include trips to the beach, forests and the zoo. Children can follow their interests and learn about nature and animals. These experiences help children to learn in meaningful ways.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an in-depth awareness of the action they would take should they have concerns about a child's welfare. They confidently describe the possible signs and symptoms that may indicate a child is suffering from harm. Leaders require all staff to refresh their training regularly to ensure that their knowledge and skills remain up to date. Staff have a strong knowledge of how to keep children safe. For example, they frequently check equipment and areas used by the children to ensure they are safe and suitable. Children help staff to complete risk assessments of the nursery. This helps children to keep themselves safe.

What does the setting need to do to improve?

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

- enhance the programme of professional development, to raise staff practice to a higher level.

Setting details

Unique reference number	EY429635
Local authority	Wirral
Inspection number	10233788
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 10
Total number of places	64
Number of children on roll	95
Name of registered person	Little Robins Limited
Registered person unique reference number	RP902761
Telephone number	01516068777
Date of previous inspection	30 September 2016

Information about this early years setting

Little Robins Ltd registered in 2011. The nursery employs 22 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and level 4. One member of staff holds early years professional status. The nursery opens from Monday to Friday, 51 weeks per year. Sessions are from 8am until 6pm. The out-of-school club operates from 8am until 9am and from 3.30pm until 6pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children and supports children with SEND.

Information about this inspection

Inspector

Deborah Magee

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 owner and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what she intends for children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the management team about the leadership and management of the setting.
- 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 manager and the inspector carried out a joint observation of group activities.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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