

Inspection of Little Pioneers Nursery & Pre-School

Tavistock House, Borough Road, Sunderland, Tyne and Wear SR1 1PG

Inspection date: 23 June 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and emotionally secure. They have formed secure relationships with their key person and wider staff teams. There are daily opportunities for children to access fresh air, exercise and the natural surroundings. This contributes to children's emotional and physical development and well-being. Children's behaviour is managed well. Older children understand what is expected of them and begin to understand the impact of their action on others. Staff offer gentle reminders to younger children. They are respectful and provide plenty of praise and encouragement, helping to raise children's confidence and self-esteem.

Children show a positive attitude to their learning as they move around the playroom, choosing what to play with. They demonstrate that they feel safe and secure. For instance, children interact positively with visitors. They show good levels of concentration and enjoyment. For example, when children are investigating with water and tubes, they show sustained thinking and problem-solving. They work together to determine the best solution for pouring the water. Children benefit from a good range of experiences that prepare them well for their future successes.

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

- Staff support children's physical development well. They provide resources which offer children opportunities to practise and develop both their fine- and gross-motor skills. For example, children are able to balance, climb and take safe risks in the outdoor area. Small tools, such as brushes, sponges, spoons and containers, are available for children to use throughout the rooms. Children use the resources confidently.
- The manager works with families and other professionals well. This ensures that children with identified delays in their learning receive support swiftly. Key persons implement strategies to make sure that children with additional needs reach their full potential in the setting. Children receive the support they need to make good progress.
- The manager values their partnerships with parents highly. For example, during the COVID-19 pandemic, staff maintained regular contact with families to check on their welfare and help to support children's learning at home. Staff ensure that parents are kept informed about every aspect of their child's care and education. Parents' comments are extremely positive. They comment that they are kept well informed and that staff support their children with new experiences.
- Children benefit from a language-rich environment that builds on their communication skills. Staff talk to children throughout the day as they

consistently introduce new vocabulary during their play. For example, during an activity about insects, staff introduce words such as 'exoskeleton'. They help children to understand what these words mean by providing context. Where children are still developing their speech, staff teach them to communicate their needs using pictorial prompts, objects or gestures. This helps all children to communicate their needs.

- The nursery is currently in the process of a full refurbishment. The manager and staff have ensured this has had little or no impact on the children and the provision. She has a clear understanding of her staff team and provides regular 'check-in' sessions to allow staff to discuss any concerns or issues. The manager monitors staff's practice in all the rooms. However, the manager recognises that she needs to develop these procedures further to support children to make the best possible progress.
- Staff have high expectations of what every child can achieve. They have a good understanding of how children learn overall. They make effective use of individual children's observations and assessments. Staff take account of children's interests and next steps in learning to plan a range of activities. However, at times, staff do not provide extra challenge for children and build on what they already know and can do, to extend their learning to the highest possible level.
- When staff read stories to children, they show excitement and use different tones in their voices. Children join in with repeated phrases in favourite stories. This helps to engage children, and they sit and listen well. This supports children's interest in and fosters a love of reading.

Safeguarding

The arrangements for safeguarding are effective.

The manager understands her role and responsibilities as the designated safeguarding lead. She ensures that information is shared with other professionals to safeguard children. Staff complete training to keep their awareness of child protection issues up to date. They know the process to follow if they have a concern about a child. Safeguarding policies and procedures are kept up to date and are shared with all staff. The manager regularly checks staff's understanding of child protection and safeguarding through questions and team meetings. Safer recruitment and vetting processes are in place. This means that staff who have access to children have their suitability assessed.

What does the setting need to do to improve?

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

- continue to develop the monitoring of staff's practice to raise the quality of education to a consistently high level

- support staff to better recognise and make more effective use of learning opportunities to extend and challenge children's learning.

Setting details

Unique reference number	EY264760
Local authority	Sunderland
Inspection number	10219924
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	136
Number of children on roll	187
Name of registered person	Tavistock House Day Nursery Limited
Registered person unique reference number	RP903170
Telephone number	0191 514 0411
Date of previous inspection	7 September 2016

Information about this early years setting

Little Pioneers Nursery & Pre-school registered in 2003 and is located in Sunderland, Tyne and Wear. The nursery employs 33 members of childcare staff. Of these, 29 staff hold appropriate early years qualifications at level 3 or above. The nursery opens all year round from 7.30am until 6.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Eileen Grimes
Julie Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider
- The manager and the inspectors carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspectors observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors observed and evaluated a number of activities with the manager.
- The inspectors held a meeting with members of the management team. They looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff members.
- The inspector took account of parents' views through written feedback.

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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