

Inspection of Little Plums Nursery Rotherham

Albert Street, Masbrough, Rotherham, South Yorkshire S60 1HH

Inspection date: 30 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure at this welcoming nursery. They develop a strong sense of belonging as there is a very effective key-person system in place. Staff know the skills and knowledge they expect children to learn and develop over time. They regularly assess children's progress, which helps them to plan for what children need to learn next. Children show curiosity and enjoyment as they explore a broad range of fun and stimulating activities. For example, older babies play in the mud kitchen. They scoop soil onto plates and delight as staff join in. Older children have fun playing with water. They observe with amazement how blue-coloured dye mixes with green as they pour it into the water.

Staff have high expectations for all children, including those with additional needs. They are good role models. Children behave very well and know the routine. Staff are aware of the impact that the COVID-19 pandemic has had on children's communication and language skills, and have strategies to support them. For example, they make excellent use of a puppet, 'Barry', across all age groups, to engage children in stories and discussions. Children respond eagerly to questions and comments made by the puppet.

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

- Staff understand the importance of developing children's communication and language. They support children who speak English as an additional language very well. They know the language that children speak at home and try to learn a few key words. For example, posters are displayed around the nursery, together with basic signs, in Malayalam, Punjabi, Urdu and French.
- Children of all ages sing nursery rhymes. This helps them to develop intonation and rhythm in their speech. Toddlers have fun choosing which rhyme to sing next. They pick a wooden spoon from the pot and look at the picture on the bowl. The toddlers begin to accurately match the pictures to the rhymes. This helps to promote early reading effectively.
- Staff demonstrate that they know their key children well. They understand their level of development. Leaders provide 'umbrella topics' which build on and ignite children's interests. Staff then plan activities based on children's individual interests and developmental needs.
- There is a strong focus on children's well-being and emotional health. For instance, staff regularly use a five-point scale to measure children's emotional well-being and involvement. This assists staff to give children the emotional support they may need.
- Staff plan activities for children, such as recognising numbers and counting plastic sea-life creatures, to help develop their mathematical skills. However, they do not always support children to extend their mathematical knowledge.

For example, staff do not make frequent use of mathematical words in children's everyday activities or help them to practise their counting skills as they play.

- Staff promote children's independence, well-being and healthy living. The cook prepares well-planned, nourishing meals and snacks in line with children's dietary needs. Children confidently select their own cutlery and crockery at mealtimes. However, tissues are not always available or accessible at a height suitable for the children. This means they cannot help themselves when they need a tissue to clean themselves. Staff do not always encourage children to sanitise their hands after they have wiped their nose or coughed. This compromises children's good health.
- Inclusive practice is securely embedded at the nursery. The special educational needs coordinator (SENCo) is effective in her role. She takes prompt action to address identified gaps in children's learning. She works in close collaboration with other professionals to work on shared targets and to provide continuity of care.
- Staff build strong bonds with parents. They use an online application and face-to-face communication to keep parents informed about children's progress and their care. Parents feel that staff are extremely supportive. They speak highly of the manager and staff. They comment on how happy their children are.
- Leaders are highly qualified, knowledgeable and ambitious. They regularly reflect on the service they provide to families. Staff receive regular support and coaching to help them develop their practice. Staff express they are happy in their roles and feel their personal well-being is well supported. This creates a positive atmosphere for children to learn in.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the possible signs and symptoms of abuse. They have a good knowledge of a range of safeguarding issues, such as female genital mutilation and the risk to children of extreme views and behaviour. They know the procedures to follow should they have concerns about children or any adult's conduct. The manager, who is also the designated safeguarding lead, understands her responsibility to report any concerns to the relevant agencies. Staff closely supervise children and make sure that they are always within sight and hearing. Children play in a safe environment. Procedures for employing and checking the suitability of staff are robust.

What does the setting need to do to improve?

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

- develop the implementation of the mathematical curriculum to support children to use numbers, count and develop their understanding of mathematical

concepts during their play

- enhance learning opportunities for children to consistently develop their independence skills and extend their knowledge about health and hygiene routines.

Setting details

Unique reference number	2569534
Local authority	Rotherham
Inspection number	10226033
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	0 to 13
Total number of places	100
Number of children on roll	78
Name of registered person	Happidayz Nursery Limited
Registered person unique reference number	2569533
Telephone number	07936363075
Date of previous inspection	Not applicable

Information about this early years setting

Little Plums Nursery Rotherham registered in 2020. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 7, and 10 at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Crumpton

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the provider, area manager, manager and deputy manager about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 and the manager carried out a joint observation of a communication and language activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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