

Inspection of Little Adventures Nursery (Worle)

Hill Road East, WESTON-SUPER-MARE BS22 9HF

Inspection date: 13 July 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

The well-thought-out curriculum and environment offers children a broad range of experiences, which meets their individual needs, including those children with special educational needs and/or disabilities (SEND). Children are motivated to learn, demonstrating good imagination in their role play, and are excited to make new discoveries.

Children engage well in focused activities. For example, babies thoroughly enjoy exploring the paint with their whole bodies, enjoying the feel of the paint as they make marks together. They are encouraged to make decisions about their play, with staff offering them choices, such as which colour paint to use and where to place the paper. Some children take their learning further when they discover the wet paper can be torn and used in other ways, such as to enclose space in the tyre of the toy dumper truck. They persevere with their chosen task, testing their ideas successfully.

Children relish being given small responsibilities, such as making decisions about which resources to put out. They decide on marker pens, and thoroughly enjoy exploring the different colours. They show great surprise when lids do not match the colour of the marker as they dab it on their paper to create a firework picture. Staff question young children well to encourage their language as they talk about a visit to see fireworks. Children talk about the darkness and describe the fireworks as 'noisy'.

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

- Staff design a curriculum that builds on what children know and what they need to do next. Positive interactions from staff and good use of visual reminders help children recall what they have learned previously, during focused activities. Children confidently talk about the life cycle of a caterpillar and refer to a well-known and favourite story. They link their thoughts with other experiences, recalling where else they have seen butterflies, and use specific language, such as 'chrysalis' and 'cocoon'. Staff challenge children well, building on this knowledge, and introduce other bugs as they explore the outdoor area. On occasion, staff do not always encourage those children who are less confident to voice their ideas.
- Staff know their children well and use their assessments effectively to help children progress. They respond and adapt their teaching to help children engage in their learning, such as providing small-group activities. Any additional funding is used successfully to support children, especially in building emotional attachments and social skills.
- The relatively new staff team are supportive of each other and are building

professional relationships in an environment where they celebrate each other's achievements. They work closely together to reflect on practice to raise the quality of care and teaching to a high standard. However, on occasion, staff do not reflect on the success of some routines, such as when children move between activities, to ensure all children remain engaged in their learning.

- Children behave well. Staff use consistent strategies to help children become familiar with behavioural expectations and daily routines. They provide clear explanations so children understand why they are being asked to remove a toy during mealtimes and engage them with more-appropriate activities.
- Care practices effectively meet children's needs. Staff gather essential information from parents, particularly for the youngest children, to ensure that they understand their routines. Children form strong bonds with familiar adults and show that they feel safe and secure. Babies receive frequent cuddles by caring staff. Staff are respectful when changing nappies, asking children before moving them away from an activity. Staff talk to babies and young children throughout the process.
- There are effective partnerships with parents and other agencies to support those children with SEND within a fully inclusive environment. The special educational needs coordinator has good oversight of children's progress and works closely with staff to ensure that individual learning plans help children catch up. Funding is used appropriately. For example, to secure one-to-one support and to provide visual aids to help children's understanding of daily routines and behavioural expectations.
- Leaders and managers have a clear vision of what they do well and what needs to improve. They respond appropriately to parents' views, working with them to resolve any concerns when they arise. They have focused on recruitment and developing a stable team. Parents are better informed about who their child's key person is, who is caring for their children on any given day, and any new staff.

Safeguarding

The arrangements for safeguarding are effective.

Ratios are maintained. Staff deploy themselves appropriately to enable good supervision of children throughout the nursery. There are clear arrangements to ensure children are collected by known and authorised adults. All staff, including the designated safeguarding lead (DSL), have good understanding of the possible indicators that a child is at risk of harm. The DSL understands her responsibility to refer any concerns to appropriate agencies, including any allegations made against a member of staff. There are robust recruitment arrangements to ensure staff are suitable for their role and remain so.

What does the setting need to do to improve?

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

- review daily routines to ensure children remain engaged in their learning, especially as children move between activities
- provide further opportunities for less-confident children to have time to share their ideas in small-group activities.

Setting details

Unique reference number	2635774
Local authority	North Somerset
Inspection number	10246383
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 4
Total number of places	53
Number of children on roll	93
Name of registered person	Ocean Adventurers Ltd
Registered person unique reference number	2598989
Telephone number	01934513068
Date of previous inspection	Not applicable

Information about this early years setting

Little Adventures Nursery (Worle) registered in 2021. It operates from accommodation in Worle, North Somerset. The nursery opens daily, from 7.30am to 6pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 15 staff to work directly with the children. Of these, one holds qualified teacher status, one holds an early years qualification at level 6, eight hold qualifications at level 3, and one holds a qualification at level 2.

Information about this inspection

Inspector

Rachael Williams

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager took the inspector on a learning walk to discuss the intent of the curriculum.
- The manager and the inspector completed a joint observation.
- The inspector spoke with parents and children, and considered their views.
- The leadership team and the inspector held a meeting.
- A sample of documentation was viewed.

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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