

# Inspection of The Little Lotus Nursery

Benwell Nature Park, Atkinson Road, Newcastle Upon Tyne NE4 8XT

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Inspection date: 13 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff are caring and attentive to the children's needs. They take time to find out about each child's individual needs and develop warm and caring relationships with them. Children know that they can turn to adults in nursery if they need comfort or reassurance. This helps to make them feel safe and happy.

All children delight in having access to a natural outdoor learning environment. They enthusiastically climb up rocky slopes and clamber along logs under the close supervision of staff. Children become curious and excited when lifting logs to investigate the lives of minibeasts. They observe the spiders, slugs and wasps, and they know which ones they can handle gently and which ones are best left alone.

Children develop their imaginations as they pretend to be a fireman, giggling with delight as they squirt the water. They develop mathematical skills as they search for different-sized logs to make a house. Staff consistently praise children for their efforts, achievements and positive behaviours. Children show a growing awareness of sharing and playing with others. They respond well to the clear routines and boundaries set. Their behaviour is further enhanced because staff are good role models and have high expectations for all children. As a result, children's behaviour is good.

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

- The manager has a clear intent for the curriculum, which is shared with the staff team. As many of the children are new to the setting, staff place a focus on the promotion of children's personal, social and emotional development. They understand the need to build strong attachments with children to help them feel safe, secure and ready to learn. However, they have not fully considered the organisation of the morning routine, to ensure that children are supported in settling down to activities when they first arrive.
- The manager and staff monitor children's progress successfully. They accurately identify aspects of children's development where they need additional help and implement targeted support. They work closely with other professionals involved in children's development to ensure that they make the best possible progress.
- Overall, staff use some effective methods to support children's communication skills. This includes children who speak English as an additional language. For instance, they comment on children's play, use pictorial cards, read stories and introduce new vocabulary. However, not all staff make effective use of open-ended questions that encourage children to think and to build confidence in their ability to express themselves using words.
- Staff sensitively coach children to be independent, sequencing their experiences into small, manageable steps to ensure they achieve their goals. For example,

children are encouraged to peel their own fruit and drink from an open cup to support their physical development.

- Staff provide plenty of opportunities for children to develop their small-muscle skills in readiness for future writing. For example, children enjoy prodding, rolling and squeezing dough. They use a variety of craft materials, such as glue sticks, scissors and crayons.
- Staff report that they feel supported by the manager and the training opportunities that enable them to refresh their knowledge and learn new skills. The manager works alongside her team, giving daily feedback on their practice. This enables staff to reflect on their practice and learn from each other. The manager is passionate about providing care for the children and has strong links with the local school. This enables staff to support children's transitions well when they move into Reception Year.
- Partnership with parents is good. Staff keep them well informed about their children's time at the nursery. They share photographs on children's online learning records so parents can see for themselves the range of activities children take part in. Parents speak highly of the nursery. They comment on the great staff team and the wonderful range of outdoor learning experiences their children engage in.
- The manager includes staff, parents and children in her evaluation of the nursery to help her identify areas for improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are knowledgeable about their role and responsibility to protect children from harm. They recognise possible signs of abuse and know the procedures they must follow if they have concerns about children in their care. Staff know how to report concerns, including if an allegation is made against a staff member. They know how to identify children who may be exposed to extreme views. Thorough risk assessments ensure that the environment is safe for children. The manager provides regular safeguarding training and updates staff of any recent changes to policies and procedures.

## **What does the setting need to do to improve?**

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

- review and enhance the organisation of the morning routine to ensure that children are supported in settling down to activities when they first arrive
- support staff to use a range of questioning styles more effectively to support children's learning.

## Setting details

<b>Unique reference number</b>	EY553761
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10212923
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	21
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	The Little Lotus Nursery
<b>Registered person unique reference number</b>	RP557859
<b>Telephone number</b>	07404651489
<b>Date of previous inspection</b>	8 October 2021

## Information about this early years setting

The Little Lotus Nursery registered in 2018. The nursery employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The nursery opens during term time, from 8.45am until 3.45pm, on Monday to Thursday, and from 8.45am until 1pm on Friday. It provides funded early education for two- three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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