

# Inspection of Precious Little Ones Daycare Nursery

The Clinnic, Short Street, Brownhills WS8 6AD

---

Inspection date: 28 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	Not applicable

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

### **The provision is good**

Children are welcomed into the bright, well-resourced nursery by staff who are attentive and nurturing. Babies who are new and settling into the setting, are given lots of cuddles and reassurance by staff who are very calm and soothing. Staff across all rooms, consistently ensure children are happy. This makes them feel safe and secure.

Children have ample opportunities to practise their large-muscle skills both indoors and outdoors. Young children are supported by staff as they cruise around the room exploring their environment. Older children enjoy climbing up the steps of a playhouse and sliding down and jumping from one coloured hoop to another.

Children are gaining an understanding of the world around them. Most children express their delight when they find a spider, some scream. Staff talk to the children about how many legs the spider has, and they count together. Children say it is shaped like a 'star' and this moves on to singing the songs, 'Incy Wincy Spider' and 'Twinkle Twinkle Little Star'. On the whole, children behave well. Any unwanted behaviour is quickly dealt with by staff in a calm and positive way. Children are being taught how they should behave with their friends. They listen when staff talk to them about 'kind hands'.

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

- The provider has recently experienced a turbulent time and has taken swift action to rectify breaches in requirements. A new manager has been appointed and together, with support, they ensure staff receive training to support them effectively in their roles. A further recruitment drive is underway to appoint more qualified staff and a new deputy. The setting is currently supported by agency staff to ensure that ratios are consistently met.
- The manager is currently reviewing and streamlining the curriculum to have a greater impact on the children in the prime areas of learning. It is clearly sequenced to build on what children already know and can do and to support them in their learning. However, this needs to be embedded further into practice, so all children access the intended learning activities and that these are planned in line with children's next steps in learning.
- The quality of education is good. Practitioners engage very well with children. They support children's growing communication and language skills. Babies are encouraged to make sounds as staff repeat back to them 'da da da' as they babble. Older children are asked open-ended questions which helps make them think and respond using sentences. Children are becoming confident communicators. They approach the inspector and tell her about their holiday and the 'rollercoasters' they went on.

- The setting supports children with special educational needs and/or disabilities. They identify children who may need extra support and review their assessments to see what further intensive support they can offer. Progress checks are completed which are an accurate reflection of the gradual progress some children have made. However, the manager could use these more effectively and obtain early intervention sooner, to enable children to make more rapid progress.
- Parent partnerships are strong. Parents comment that they like the nursery and that staff are really friendly and approachable. They comment that their child has settled well compared to previous settings they attended. Parents mentioned the online application which is used to keep them up to date with their child's progress. However, parents are unsure what their child's next steps in learning are and therefore feel unable to support their children further at home.
- Children follow good hygiene practices, and all children wash their hands before snack and mealtimes. Children's personal care is managed well by staff who tell children what is happening and invite them to come and have their nappy changed. Children benefit from freshly prepared hot meals and healthy snacks.
- Children are gaining the skills required for school. Opportunities to be independent are provided. Children fetch their own shoes, put these on and pour their own drinks. Activities are provided to develop fine-motor skills required for pencil control. Children use tweezers as they hunt for bugs in an autumn-themed tray. Play dough is used indoors and outdoors so children can build muscle in their hands and fingers by squeezing and squishing. Children receive lots of praise and encouragement from staff and are rewarded with stickers. This gives children a sense of pride and achievement and boosts their self-esteem.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have recently undergone extensive training in safeguarding. Staff can recognise signs and symptoms which may indicate a child is suffering harm. They know the procedure to follow if they have concerns about children in their care. Practice has been strengthened by the manager and staff by completing any necessary paperwork together and referring these into agencies who have statutory responsibility. Children are encouraged to manage their own risks safely. They are learning that scissors are sharp and how to use these with care. The premises are safe and secure. All staff have undergone appropriate safe recruitment checks.

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

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

- use assessments more effectively to seek early intervention for children who may have special educational needs and/or disabilities to help them make even more progress
- further enhance the system in place for the coaching and monitoring of staff practice to further embed the curriculum so that all children benefit fully from the intended learning
- support staff to continue to plan children's next steps in learning more precisely and share these with parents, so they can support their child's learning at home.

## Setting details

<b>Unique reference number</b>	2655729
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10250745
<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>	0 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Precious Little Ones Daycare Nursery Ltd
<b>Registered person unique reference number</b>	2655727
<b>Telephone number</b>	01543 375773
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Precious Little Ones Daycare Nursery Ltd registered in 2021. The nursery opens Monday to Friday, 8am until 6pm, all year round. The nursery employs six members of staff. Of these, one holds a relevant childcare qualification at level 5, two hold qualifications at level 3 and two hold qualifications at level 2. The setting also has its own cook. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Johanna Holt

## 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 inspector spoke with the registered individual and the manager about the leadership and management of the setting and completed a learning walk with the manager of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector relevant documentation, including evidence of the suitability of staff working in the nursery.
- Staff spoke to the inspector during the inspection.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022