

# Inspection of The Little Den Day Nursery - Basford

Oakley House, 544 Etruria Road, Newcastle ST5 0SX

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Inspection date: 17 October 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**

Staff have a clear understanding of their key children. They respond well to their individual needs. For example, where children show signs of tiredness, hunger, or are generally unsettled, staff firstly meet that need and then provide the children with lots of cuddles as reassurance. This approach is successful in ensuring that children build and maintain positive relationships with the staff. Children comment that they like 'kicking balls' while they play outdoors. Younger children shake different musical instruments as they dance to familiar songs and rhymes. Children carefully follow the instructions of the staff. They behave well.

Children thoroughly enjoy sensory activities, such as sand play. Some use their hands to pick up the sand and then watch in awe as it pours out. Other children use the different-sized diggers to scoop, dig and collect the sand. Staff provide lots of ways to extend children's learning as they add water to the sand and talk about the different textures. They also share stories and videos with the children to show them how they can use the diggers. The support in place for children with special educational needs and/or disabilities is good. Staff carefully observe and monitor the children to set further targets that enable them to continue to thrive in their development.

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

- Leaders are passionate and ambitious. They are driven to ensure that children receive the right level of support they require in their care and/or learning. Leaders think about what the children will continue to need as they prepare to leave their setting and put effective measures in place to support them. They reflect well on the setting to identify further areas where they can continue to raise outcomes for children.
- Staff comment incredibly highly about the support they receive from leaders. Leaders use supervisions to continuously monitor staff practice. They coach staff and identify any training needs that staff may have. Leaders do this with an aim of deepening staff knowledge and raising the quality of teaching and learning that children receive.
- The curriculum covers all areas of learning. Staff place focus on supporting children's language development. They remodel children's language skilfully as they correct children's pronunciations. Staff use what they know about the children to plan a range of purposeful adult-led activities. However, as children free play, there are limited resources for the children to engage with. This results in occasions where they do not remain engaged and highly motivated to learn.
- At times, the organisation of routines is not well thought out, particularly around mealtimes. For example, children are requested to sit and wait for their meals

for long periods of time before it is given to them. This results in occasions where children become restless and slightly frustrated. However, staff members generally interact well with the children during this time.

- Staff find out children's starting points from parents. They also complete their own observations and assessments to identify what children already know and can do. Staff effectively identify next steps for learning and develop plans for the children to build on their knowledge. They work well with parents and other professionals where concerns are raised about a child's development, to ensure that children continue to flourish.
- Parents comment positively about the support that leaders provide for their children. They state that staff are friendly and always take action on any concerns they raise. Staff gather key information from parents before their child starts, such as any medical or dietary requirements. Leaders ensure that this information is shared with all staff and updated regularly. Staff keep parents informed about their child's learning and provide them with lots of activities and tips that they can do to extend their child's learning at home.
- Staff use a range of events throughout the year to teach children about themselves and others. Children enjoy looking at pictures of their families as part of group time activities. Children are respectful and show care towards each other.
- Children are provided with a range of healthy meals. Staff use this to have discussions with children about what their bodies need to stay healthy. They provide lots of opportunities for children to get physical. This supports children to start to learn how they can live healthy lifestyles.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff recognise the action to take if a concern is raised about a member of staff. They demonstrate sound knowledge of how to recognise and respond to a range of abuse, such as the 'Prevent' duty, and female genital mutilation. Recruitment procedures are robust to check that staff are suitable to work with children. Leaders also have effective induction arrangements to ensure that all staff fully understand their roles and responsibilities and the setting's policies and procedures. This includes the setting's accidents and/or injuries reporting and recording procedures. The setting is safe and secure. It is clean throughout. Leaders have secure knowledge of the events that are reportable to Ofsted, this includes complaints.

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

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

- adapt the organisation of routines, particularly during mealtimes, to minimise

waiting times for children

- provide rich and stimulating activities as children free play, to ensure they remain engaged and highly motivated to learn.

## Setting details

<b>Unique reference number</b>	2602591
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10258897
<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>	36
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	The Little Den Day Nursery Ltd
<b>Registered person unique reference number</b>	2602592
<b>Telephone number</b>	07535738829
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Little Den Day Nursery - Basford registered in 2020. The setting is open Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and Christmas. There are 13 members of staff, 10 of whom hold relevant childcare qualifications at level 3 to level 6. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Chinyuku

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and nominated individual and has taken that into account in their evaluation of the setting.
- The inspector viewed the premises and discussed the safety and suitability of the setting.
- The inspector talked to staff, children and parents at the inspection and took account of their views.
- 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The manager provided the inspector with a sample of key documentation on request.

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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