

# Inspection of Little Beans Day Nursery

High Leys Road, Hucknall, Nottingham, Nottinghamshire NG15 6EZ

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Inspection date: 10 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children enjoy the range of activities on offer at the nursery and immerse themselves in play of their own choosing for a sustained period of time. With support from staff, toddlers and pre-school children confidently count up to 10. Staff help children to problem solve and encourage them to keep trying, when at first they struggle. Children concentrate and persevere as they join puzzle pieces together to create a number crocodile. They smile with delight when staff praise them and give them 'high fives' as a reward for their efforts and achievements. Pre-school children enthusiastically play a shape hunting game. Staff encourage them to name familiar shapes and match them to other objects that are the same shape within the nursery environment.

Children learn how to be kind, courteous and well mannered. Staff support them to play together in small groups and to share and take turns with resources. Toddlers and pre-school children learn to handle toys with care. Photos of the children and their families are displayed in the nursery. Staff talk to the children about their photos and use them to support children's understanding about their individuality and differences. Children confidently talk about the people and pets in their lives that are important to them

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

- The manager, deputy manager and staff have made significant improvements since the last inspection. All actions raised have been addressed. Staff have been well supported in their professional development to help them improve their teaching, knowledge and skills to meet the needs of the children in their care.
- Staff work in partnership with parents to obtain information about what the children enjoy playing with at home. They use this information to plan and provide activities that children enjoy. Staff share information with parents about their child's development and encourage parents to extend their children's learning at home. Parents comment that their children really enjoy attending the nursery.
- Staff take account of children's interests and plan activities that build on what children know and can do. Staff place an emphasis on supporting children's personal, social and emotional development. They encourage children to learn how to resolve conflict and to recognise and manage their emotions. Pre-school children are confident to express how they feel. This includes expressing when they are happy, sad, angry, or frustrated.
- Staff support children's communication and language skills well. They sit at the children's level as they play with them. Staff encourage the children to narrate their own play and they ask children purposeful questions to encourage

conversation. They listen with interest to what children are saying and model new language for children to copy. Staff sensitively support children to say words that they struggle to pronounce by repeating the word back to them for them to hear the correct pronunciation.

- The implementation of the curriculum for physical development is not as robust as other aspects of the curriculum. Staff do not plan well enough for outdoor play. Opportunities for children to benefit from fresh air and take part in physical exercise outdoors are not consistent. Some children spend very limited time outside.
- Staff work with parents to encourage them to send their children to the nursery with a nutritious and healthy packed lunch. Staff praise children for eating fruit at snack time and for eating the fruit and vegetables provided as part of their packed lunch. However, staff do not support children to learn about the positive impact that making healthy food choices has on their bodies.
- Children are learning to be independent and take care of their own care needs. Staff supervise children as they wipe their own noses and use the bathroom. They remind children to use soap when washing their hands and they ensure they dry their hands thoroughly. However, staff do not support children to understand why it is important to wash their hand and develop hygienic practices.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility to keep the children that they care for safe. They are able to identify the signs and symptoms that could indicate that a child is at risk of harm. Staff know who to report any concerns about a child's welfare to. The manager and staff are clear about the procedures to follow if they have concerns about the suitability of a colleague. Staff check the nursery environment regularly to ensure that any hazards are appropriately minimised to promote children's safety. Children are closely supervised as they play, sleep and eat.

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

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

- support staff to deliver the curriculum for physical development effectively, providing opportunities for all children to have access to fresh air and physical exercise
- ensure that staff promote children's understanding about the importance of eating a healthy and a well-balanced diet
- ensure that staff promote children's understanding of the need for good hygiene practices.

## Setting details

<b>Unique reference number</b>	2525202
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10244490
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Little Beans Childcare Ltd
<b>Registered person unique reference number</b>	2525200
<b>Telephone number</b>	07784196496
<b>Date of previous inspection</b>	13 May 2022

## Information about this early years setting

Little Beans Day Nursery, located in Hucknall, Nottinghamshire registered in 2019. The nursery opens from Monday to Friday all year round, closing for one week at Christmas. Sessions are from 7.30am until 5pm. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two hold a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Teresa Lester

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The deputy 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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager and evaluated that learning that took place.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector talked to staff at appropriate times 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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