

Inspection of Little Badgers Child Care

Shaftoe Trust Controlled First School, Haydon Bridge, HEXHAM, Northumberland
NE47 6BN

Inspection date: 7 December 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 Good

What is it like to attend this early years setting?

The provision is good

Children form very secure relationships with staff. They are happy and settled in a relaxed environment, where they feel at home. Children arrive happy and are keen to engage with staff and with their peers. Babies run to staff for cuddles and giggle with anticipation. Children demonstrate that they feel safe in the nursery. Staff use children's interests to build a curriculum that stimulates their curiosity. For example, children use their imaginations as they take part in role-play activities as they make pretend tea for staff.

Children demonstrate a positive attitude towards their learning as they become fully engrossed in activities. For example, young children show high levels of engagement as they take part in a music session. They listen carefully and follow instructions accurately. Children learn about the different sounds that a range of instruments can make and sing a selection of nursery rhymes. This helps children to develop their speech and language skills.

Children behave very well. They learn to listen and follow instructions accurately from a young age. Staff encourage children to resolve any minor conflicts independently as they observe and monitor children. This helps children to develop their social skills and build friendships. Children develop their independence and self-care skills. For example, they learn to put on their coats and shoes and pour their own drinks using jugs.

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

- Throughout the nursery, children have the freedom to choose from a wide range of activities and resources that generally support their progress and development. Staff know children well and provide activities that extend their progress and development.
- Overall, staff support children's communication and language skills well. They model language and narrate activities, to extend children's understanding of language. However, at times, staff do not consistently encourage children to talk and express themselves, so that their language and communication skills are fully enhanced throughout the day
- Staff provide a wide range of opportunities for children to practise their large and small movements to support their children's early writing skills. For example, young children practise with various handles and locks as they master movements. Older children experiment with making marks using a range of resources and understand what their marks represent.
- Throughout the nursery, staff are proactive in supporting children's literacy skills and love of books. Books are available in every aspect of nursery life. For example, children access books in the role-play area and enjoy favourite stories

with staff as they retell and act out the story. Younger children use books as they look at familiar animals and make connection with animal sounds.

- Children with special educational needs and/or disabilities are very well supported. Staff carefully track children's progress and plan activities, which are linked to their next stage of development. They agree, share and review these targets with parents and other professionals.
- Children's behaviour within the nursery is good. Staff are positive role models for children. Children understand what is expected of them and respond to gentle reminders from staff. Staff offer children constant praise and encouragement, which supports children's self-esteem.
- Partnership with parents is a strength of the nursery. Staff work closely with parents to gather a wealth of information when children first start. This enables staff to plan for children's next stage of development. Staff share information with parents on a daily basis, including how to extend children's learning at home.
- Parents' comments are extremely positive. They comment that staff keep them informed about every stage of their child's progress and development. Parents say that they have the utmost confidence in staff. They comment that their children are keen to arrive and are very well prepared for school.
- The manager reflects on the practice within the nursery. She has a very good knowledge and understanding of the strengths and areas for development. The manager has established a strong staff team and staff comment that they feel well supported. Staff have opportunities for regular supervision sessions. However, these do not always focus on developing the consistency of staff's engagement and interaction with children, and the impact on supporting children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a very good knowledge and understanding of their roles and responsibilities to ensure that children are protected and kept safe. As the designated safeguarding lead, the manager ensures that information is shared with other professionals. Staff know the process to follow if they have a concern about a child, and access regular training. Safeguarding policies and procedures are kept up to date and are shared with all staff. The manager regularly checks staff's understanding of child protection, including a range of safeguarding issues, through questions and team meetings. Safer recruitment and vetting processes are in place and all staff who have access to children are suitable.

What does the setting need to do to improve?

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

- develop the use of techniques that encourage children to talk and express themselves, to enhance their language and communication skills
- develop the consistency of staff's engagement and interactions with children further to fully support and extend children's learning.

Setting details

Unique reference number	EY345618
Local authority	Northumberland
Inspection number	10229338
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 3
Total number of places	46
Number of children on roll	30
Name of registered person	Baty, Gayle
Registered person unique reference number	RP514319
Telephone number	01434 684446
Date of previous inspection	17 February 2017

Information about this early years setting

Little Badgers Child Care registered in 2007 and is located in Haydon Bridge, Northumberland. The nursery employs seven members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3, including one who holds early years professional status. The nursery opens all year round from 8am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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