

# Inspection of Little Seedlings Day Nursery

2 Bagot Street, Liverpool, Merseyside L15 0HT

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Inspection date: 12 December 2022

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

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

### The provision is good

Managers have worked hard to make the necessary changes following the last inspection. Fire exits and routes are clear so that children can exit the building safely in an emergency. Staff are aware of the risk assessments in place to maintain a safe environment for children. In the main, statutory requirements are now met, although aspects of practice which support children's personal development are less strong than other areas of provision.

Children are motivated and excited as they play in this welcoming nursery. They experience textures and learn new language. Babies thoroughly enjoy playing with flour. They grasp it in their hands and watch it fall. Staff interact well and talk to the children about the flour looking like the snow outside. Toddlers enthusiastically join in with songs. They recall the words and beam with joy as they copy the actions. Staff use puppets and props to help children choose their favourite songs. Pre-school children explore a bucket with ice frozen at the bottom. They delight as they find a hole in the ice and water spills out. They are learning that water can be liquid or solid. Children often remain engaged in activities and their behaviour is generally good. Leaders have high aspirations for all children. They have clear plans which support children's development and help them to make progress. Children and staff build very close bonds. Older children confidently ask questions and invite adults into their play. Younger children snuggle up to their key person while having a story. Children are settled and happy.

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

- Leaders have worked hard to address the actions from their previous inspection. They have improved the systems in place for maintaining safety in the nursery. Overall, staff are aware of and adhere to these.
- Highly qualified leaders have established clear curriculum intent and high expectations for children's learning. They monitor the impact of the curriculum robustly. Leaders support staff well, although they do not make the most effective use of their expertise to support all staff to deliver the curriculum in the best possible way. Staff say that they are motivated and feel valued. They are enthusiastic in their delivery of activities and interactions with children.
- Vulnerable children, including those with special educational needs and/or disabilities, those who speak English as an additional language and those known to social care, have clear support plans in place. Managers oversee these plans. They make referrals when needed and communicate with relevant agencies to establish a consistent approach to children's care and learning. This specific planning supports children's good progress.
- Staff work closely with parents and carers. They meet termly to discuss children's progress and plan for their next steps. Parents feel involved in their

children's care. They say that their children are happy, settled and enjoy the many activities on offer.

- Children generally behave well. Staff encourage and praise good behaviour. For example, they encourage children to use their 'kind hands' and to reflect on how their actions make others feel. During times that children need support to share, experienced staff successfully intervene. However, newer members of staff are less confident to facilitate and children lose focus on the activity.
- Language and communication are given a high priority. Staff use a range of effective strategies to build communication skills, encourage language, expand vocabulary and extend conversations. Children converse well with adults and their peers. This provides a good foundation for their future transition to school.
- Children are supported to wash their hands before meals and after wiping their nose. However, they are not encouraged to cover their mouths when coughing. Additionally, during sleep times, some children are positioned very close together. On these occasions, infection control measures are not consistently adhered to.
- As children progress through the nursery, they develop confidence and build many self-help skills in readiness for school. For example, children move from a lidded cup to an open cup, choose resources independently and learn to use the toilet by themselves. However, on occasion, staff step in to support children too quickly, for example by instantly putting on children's shoes for them. This means that children's independence skills are not consistently well promoted.
- Children explore well. During an adult-led activity, they are engrossed with bags containing different textures and are highly motivated to find items in a basket. They listen well, respond to adult questions and link past learning to new activities. Children are becoming curious and active learners.
- Staff nurture children who are feeling unwell. They administer medication safely and following parents' instruction. However, medication recording procedures are not consistent with the provider's policy. Staff do not consistently ensure that written consent is obtained from parents prior to each new medicine being administered. This breach of requirement does not have any significant impact on children's safety or welfare.
- Children benefit from the well-planned outdoor areas where they build on their gross motor skills. They dig, run, balance, build and explore as they play. Children develop good physical skills.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers understand their role and responsibilities to safeguard children. Staff know the signs and symptoms of abuse and what to do if they are concerned about a child's well-being, including whistle-blowing procedures. Staff have regular safeguarding training and team meetings which also offer an opportunity to discuss their learning. The setting is well maintained and secure. This helps to prevent children leaving, or adults entering, unsupervised. All areas are free of hazards. All staff have a current paediatric first-aid certificate.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that all staff understand and consistently implement the medication policy, including obtaining written parental consent for each and every medicine needed.	13/12/2022

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

- implement consistent strategies to help prevent the spread of infection and to help children learn about effective personal hygiene
- make even better use of leaders' expertise to support all staff to deliver the curriculum, including children's personal development, in the best possible way.

## Setting details

<b>Unique reference number</b>	2558706
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10250256
<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>	46
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Little Seedlings Day Nursery Ltd
<b>Registered person unique reference number</b>	2558705
<b>Telephone number</b>	0151 735 0358
<b>Date of previous inspection</b>	4 July 2022

## Information about this early years setting

Little Seedlings Day Nursery registered in 2019. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The manager holds qualified teacher status. The nursery is open from Monday to Friday for 51 weeks of the year. It is closed for one week at Christmas and on bank holidays. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Richards

## Inspection activities

- This was a reinspection following an inadequate inspection. The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector observed an activity and evaluated this with the manager.
- The inspector spoke to parents and listened to their views during the inspection.
- The inspector and the manager had a learning walk and discussed how the nursery is organised, how the curriculum is planned and delivered and what children will learn from this.
- The inspector spoke to and observed children and assessed how effective the curriculum is for children's learning.
- The inspector viewed relevant documentation, including paediatric first-aid certificates and evidence of Disclosure and Barring Service checks.

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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