

Inspection of Little Cubs Days Nursery

Glow, Long Tens Way, Aycliffe Business Park, Newton Aycliffe, County Durham DL5 6AP

Inspection date: 19 January 2023

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 arrive happy and eager to start their day in the nursery. They are safe, secure and display trusting bonds with the staff team. New children and babies are supported well to settle into the nursery routine, and immediately seek the reassurance of their key person if they become unsure or upset. Children are building on their own independence as they independently dress for outside play, with older and more-able children supporting the younger children. At mealtimes, babies use spoons, with increasing skill in learning to feed themselves and drink from lidded cups.

Children are confident and self-assured. They enjoy the many activities and play opportunities provided for them. Children play outdoors in all weathers to support their learning and well-being. Babies use their increasing balance as they crawl and walk around, and older children negotiate space as they use wheeled toys and bicycles. Children are learning about the wider world around them as staff maximise the facilities within the building. They take children to the café where they buy drinks and sit in together. Children involve their peers in their play and this helps all children to build important social skills.

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

- The nursery's curriculum is designed to support children to make progress across the different areas of learning. Staff plan a range of adult- and child-led activities throughout the day that are linked to children's individual needs and interests. However, at times, the organisation of group activities does not always allow children who are motivated to learn to join in the activity.
- Partnerships with parents are very good. Staff share information with parents in a number of ways, such as through daily verbal discussions and by sharing photographs and updates on an online learning app. Parents state that they feel well informed about their children's learning. They comment that 'the care and love children receive provides children with the skills to make excellent progress'.
- Behaviour is managed very well as staff have high expectations for children. They set boundaries for children and teach them how to manage their own feelings and emotions. Staff support children to be kind to each other. They model positive behaviours and help children to develop a sense of right and wrong. This is reflected in children's positive attitudes and behaviours.
- The management team supports staff's professional development. They identify training needs using a variety of methods such as supervisions, observations of practice, staff requests or by considering the individual needs of the children. Staff are proactive in acquiring new skills to meet the needs of the children, particularly those with special educational needs and/or disabilities. For example,

they have completed training to enhance their skills in sign language, to further support communication skills. Staff work effectively with other professionals to ensure that all children make good progress in their learning.

- Staff understand the importance of working on children's physical skills before they can learn to hold a pen or write. Children have access to wide range of activities to support these skills. Babies experiment with various textures as they feel sand on their feet and pour rice between their fingers. Older children experiment with painting and making marks on large sheets of paper and dig in the sand. They develop their large and small motor skills as they play.
- Overall, communication and language are supported well throughout the nursery. From the youngest age, staff provide children with opportunities to practise their voice and vocal skills, as they sing songs and action rhymes. Staff model language for children to hear. However, at times, they do not extend the breadth of vocabulary through the use of more-descriptive language.
- Children are well prepared for school and the next stage of their learning. Staff and the manager work closely with local schools to ensure that children have the skills and attitude for further learning. They embrace any suggestions shared by the school, such as developing children's physical skills further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand the signs and symptoms that may indicate abuse. They know the procedures to follow to report a concern about a child in their care. Staff are aware of their roles and responsibilities in safeguarding children. They understand the importance of reporting concerns in a timely manner. Staff ensure that the environment is risk assessed so that it is safe for children to attend the nursery. Staff have received up-to-date paediatric first-aid training and are aware of the actions to take in a medical emergency. The manager has rigorous procedures in place for staff to recognise children's allergies or need for medication.

What does the setting need to do to improve?

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

- extend children's communication and language skills through the use of more-descriptive language to widen the breadth of vocabulary
- consider the organisation of group activities to allow children who are motivated to learn to join the activity.

Setting details

Unique reference number	EY402820
Local authority	Durham
Inspection number	10263497
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 4
Total number of places	68
Number of children on roll	151
Name of registered person	Glow Church UK Ltd
Registered person unique reference number	RP535147
Telephone number	08454 505871
Date of previous inspection	3 May 2017

Information about this early years setting

Little Cubs Day Nursery registered in 2009. The nursery employs 28 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm on Monday to Thursday, and 7.30am until 5pm on Friday. The nursery 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, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to the staff at appropriate times during 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 manager carried out a joint observation of group activity with the inspector.
- Parents shared their views of the setting with the inspector through written feedback and discussions.
- 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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