

Inspection of Littleleaps

The Bungalow, Gonerby Road, Gonerby Hill Foot, GRANTHAM, Lincolnshire NG31 8HQ

Inspection date: 26 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 enter the setting and are welcomed warmly by friendly and caring staff. They quickly settle, finding familiar activities. Children develop their small-muscle skills as they carefully dip paintbrushes in paint to make marks on paper. Children benefit from fresh air as they explore the engaging outdoor area. They use their large muscles to propel themselves forward on ride-on toys and scooters, and are supported by staff as they carefully balance along a beam. Children work in harmony together as they roll small balls down a drainpipe into a bucket, cheering with delight as they watch the balls drop. They use their coordination skills to aim and throw the balls into a basket, before continuing to roll them down the pipe.

Younger children gather around the table eagerly to explore play dough. They use the developing muscles in their fingers to poke and squash the play dough. Children continue to use these skills as they scoop up sand and fill containers, squishing the sand in their hands and enjoying the feel and texture. Children join the staff to sing the welcome song. They use their emerging mathematical skills as, together, they count their friends. Staff develop children's knowledge further; as children play in the role-play kitchen, staff encourage them to count and compare the sizes of potatoes.

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

- Parents are complimentary about the nursery. They speak warmly about the 'attentive and enthusiastic' staff team. Parents know what their child is learning, and information is shared daily on their child's progress. Staff make a good link between the home and the nursery. For example, children enjoy taking the 'special' nursery teddy home. They take photos of the teddy joining them at home and on outings. They share their adventures from home with their friends at nursery.
- The staff team deliver a programme of learning that is relevant and interesting for the children. Staff sequence learning effectively and develop children's skills to prepare them for school. However, staff do not always provide an additional challenge for the most able children to support their learning further. For example, as children join in activities to support their mark-making skills, staff step in and write on their work rather than encouraging them to make marks for themselves.
- Children are encouraged to lead a healthy and active lifestyle. Staff talk to the children during mealtimes and have engaging conversations about how fruit and vegetables are healthy. Children have the opportunity to plan the nursery meals, working alongside staff to make good choices about their diet.
- Children behave well at nursery. They are respectful and listen to gentle instructions. For example, they respond well when it is time to tidy up or join

their friends for group activities. However, at times, staff do not give enough attention to children who prefer solitary play. This results in some children not receiving frequent interaction to help them build on their skills and knowledge.

- The management team is passionate and committed. They involve staff in decision-making and use regular reflection and planning to drive forward improvements at the nursery. Staff are happy at their workplace; they feel supported by the knowledgeable management team. There are ample professional development opportunities that continuously raise the staff team's knowledge and understanding of effective practice in the early years.
- Staff work tirelessly with parents to support children with special educational needs and/or disabilities (SEND). They liaise well with external agencies to ensure children receive targeted care and learning opportunities. This results in children with SEND making good progress in their learning.
- The nursery provides a good range of additional learning experiences. For example, children catch the bus to visit a local library and choose books to bring back to the nursery. They write and post letters to their friends at another nursery and receive letters back that they share during group times. This helps to develop children's knowledge and understanding of the world.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of how to safeguard children. They understand how to recognise any signs or symptoms of abuse. This includes keeping children safe from radicalisation and female genital mutilation. Staff follow procedures effectively to ensure that any concerns are reported swiftly. All staff attend regular safeguarding training to help them deepen their knowledge of how to protect children from harm. Risk assessments are carried out daily to ensure that hazards are minimised and children's safety is assured. The management team understands their responsibilities for keeping children safe. This includes managing and reporting allegations.

What does the setting need to do to improve?

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

- develop staff knowledge on how to support children who prefer solitary play, to help build on and extend the children's knowledge and skills
- enhance staff's understanding of how to provide challenge for the most able children to extend their learning to the highest possible level.

Setting details

Unique reference number	EY367483
Local authority	Lincolnshire
Inspection number	10263944
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	1 to 4
Total number of places	28
Number of children on roll	34
Name of registered person	Littleleaps Ltd
Registered person unique reference number	RP527613
Telephone number	01476 575205
Date of previous inspection	17 May 2017

Information about this early years setting

Littleleaps registered in 2008 and is situated in the town of Grantham, Lincolnshire. The nursery employs nine members of childcare staff. Of these, three members of staff hold a recognised early years qualification at level 3, two members of staff hold qualifications at level 2 and two members hold qualifications at level 6. The nursery opens Monday to Friday, throughout the year, closing for Christmas and on bank holidays. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

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 provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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