

Inspection of Little Skaters Nursery & Pre-School

Stockleigh Hall, Stockleigh Road, ST. LEONARDS-ON-SEA, East Sussex TN38 0JP

Inspection date: 7 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily, entering the setting with confidence and separating from their parents well. They are greeted by friendly staff and settle quickly. Children have developed good bonds with staff, who provide cuddles and reassurance if they become upset. This supports children's emotional well-being, which helps them to feel safe and secure.

Children behave well and are learning to share and take turns. Older children support younger children as they transition between the room and toilets. This shows how children act as good role models and are helpful. Older children enjoy playing group games and engaging in role play as they pretend to feed 'babies'. These experiences support children to develop their social skills and build friendships.

Children have fun as they learn and play. For example, children become fascinated as they learn how to make their own bubbles. They display high levels of concentration and perseverance while they practise blowing using straws. Children show feelings of satisfaction and pride as they make the bubbles even bigger. This shows that children are provided with opportunities to build their confidence and self-esteem, resulting in them being proud of their achievements. This encourages children to develop positive attitudes towards their learning.

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

- Staff provide exciting experiences for children to engage in learning. They know children's interests and next steps and use these to create fun activities. For example, children become focused on emptying and filling containers with coloured rice. However, at times, staff do not fully extend children's exposure to mathematical language during planned activities. This impacts on the progress children make in mathematics.
- Staff understand how to support children's language development. Books are accessible to all children, and they are developing a love for reading as they explore books independently. Babies enjoy turning the pages, and older children enjoy talking about the pictures they can see. This helps to expand their knowledge and develop children's love of books.
- Staff interact positively with children. Staff are attentive as they listen to children and engage in conversations with them. This helps staff to find out what children already know and can do. However, some staff lack confidence in grasping moments as they arise to extend children's interests even further and engage them in new learning. This impacts on the progress children make in their development.
- Staff are supporting children to develop their independence. For example, babies

are supported to feed themselves, and older children pour their own drinks at mealtimes. Pre-school children are learning how to put their coats on independently. This helps to prepare children for their future in education.

- Staff support children to be physically active. Babies use climbing equipment confidently as they develop their strength and coordination. All children have access to an outdoor space, where they can access fresh air and engage in activities like running and climbing. This provides opportunities for children to engage in regular exercise.
- Staff meet children's individual care needs. For example, babies have a designated space to accommodate their sleep patterns. Children are also encouraged to wash their hands, wipe their noses and clean their faces throughout the day. This shows how staff promote good hygiene practices within the setting.
- Staff have a good understanding of how to support children with special educational needs and/or disabilities (SEND). Children with SEND are supported well through targeted plans and help from external professionals, which ensures they make good progress in their development. Children with SEND are happy and confident.
- Parents are thankful for the support they receive from the setting. They comment on staff's kindness and knowledge of how to support children's development. Parents feel well informed about their children's progress. Overall, the setting has positive partnerships with parents.
- The manager places a strong emphasis on supporting the professional development of the staff team. The managers and staff engage in regular meetings and discussions to identify areas for improvement. Staff are required to complete self-assessments to help improve their own practice.

Safeguarding

The arrangements for safeguarding are effective.

The managers have robust recruitment procedures in place to ensure suitability checks are completed before staff work with children. Staff demonstrate good safeguarding knowledge and understand their responsibility to protect children from harm. Staff recognise the potential signs and symptoms of abuse and know what to do if they were concerned about a child. The manager understands who to contact if an allegation was made about a member of staff. Children are taught how to keep themselves safe. For example, staff talk about the slippery floor, and children enjoy helping to sweep the setting, to reduce potential trip hazards.

What does the setting need to do to improve?

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

- strengthen opportunities for children to explore numbers, shapes and

mathematical language

- develop staff confidence to ensure that the good-quality teaching is consistent in extending children's learning.

Setting details

Unique reference number	EY488903
Local authority	East Sussex
Inspection number	10263557
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	50
Name of registered person	Total Childcare Services (TCS) Ltd
Registered person unique reference number	RP907811
Telephone number	01424 717 857
Date of previous inspection	4 May 2017

Information about this early years setting

Little Skaters Nursery and Preschool registered in 2015 and is located in St Leonards-on-Sea, East Sussex. The setting is open from 7.30am to 6pm, Monday to Friday, term time only. The setting employs 12 members of staff, one of whom has qualified teacher status, one holds a level 5 qualification and seven staff have a level 3 qualification. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Jasmine Nelson

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 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 spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.

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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