

# Inspection of Little Scholars Littleover

8-12 Austen Avenue, Littleover, DERBY DE23 3EY

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Inspection date: 13 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happily enter the nursery and are warmly welcomed by staff. After hanging up their coats and belongings, they are keen to start exploring the stimulating resources and activities. Staff supervise children well and are attentive to their needs. They gently support and encourage children, which helps them to settle quickly and gives them the confidence to engage in different activities. For example, when using the interactive whiteboard, children are unsure at first how to complete the mathematical programme. With careful modelling from staff, they quickly grasp the game, counting groups of objects and matching them to the number symbol. Children jump with joy when they select the correct number, and their friends clap and say, 'well done'.

Children thoroughly enjoy their outdoor play experiences. They have fun with their friends, sharing and taking turns on the play equipment. Children practise and develop physical skills, using the apparatus to climb and balance. They develop good coordination and strength as they use scooters and wheeled toys, learning how to negotiate around obstacles. Staff skilfully build in challenge by teaching children traditional games such as hopscotch. Children delight in sharing their newly developed skills as they hop and jump along the numbered squares.

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

- The staff know children well, which enables them to plan meaningful activities that follow children's interests, build on their skills and help them to make progress. This helps children to engage well with their learning and sustain their concentration. For example, when practising their throwing skills using a basketball hoop, staff extend children's mark-making skills by showing them how to keep a record of their scores. Children enthusiastically write their names and carefully draw a line each time they score, enhancing their involvement in the game.
- Children are well supported to develop their independence skills. They confidently use cutlery at mealtimes and pour their drinks. Children receive praise from staff when they find their name labels and look after their belongings. This helps children to develop positive self-esteem.
- Staff value children as individuals and show interest in their thoughts and ideas. They encourage children to share their experiences from home by, for example, talking about things they have done at the weekend. Children take part in activities that help them to understand different events that some children celebrate at home, such as Chinese New Year and Eid. However, staff are less confident in broadening children's awareness of the different home languages spoken within the nursery.
- Children develop a love of books and reading. They listen with interest during

group story times, following the main events and joining in with familiar phrases they have learned. Staff skilfully ask questions to find out what children have understood about the story. For example, when reading 'We're Going on a Bear Hunt', children reflect on the bear's feelings and say, 'He must be feeling sad because he hasn't got anyone to play with.'

- Children are well behaved and develop good manners and social skills. This is supported by the positive relationships they develop with each other and staff. Snack and mealtimes are lovely, sociable occasions where children enjoy talking to each other, discussing their favourite foods and what they enjoy doing. However, at times, children sit at the table for too long while waiting for others to finish. This leads some children to become unsettled.
- Children confidently use their mathematical knowledge when playing. They accurately count objects and talk about shapes they see around them. When making play dough models, children discuss and compare size and length while rolling and shaping the dough. As children set the table ready for lunch, they consider how many more cups they will need.
- Staff build strong relationships with parents. They regularly share information about children's care routines and development. Parents comment that staff 'go above and beyond' for their child. Staff and parents work in close partnership to ensure the best outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and undertake regular checks of the environment to ensure it is safe and secure for children's play. Children are closely supervised at all times, especially when eating and sleeping. This ensures that children's health and safety are well promoted. Staff have a secure understanding of child protection procedures and can recognise when a child might be at risk of harm. They know the procedures to follow should they have any concerns. The manager has thorough processes in place to ensure the suitability of staff to fulfil their roles. This includes robust recruitment procedures and ongoing suitability checks. The majority of staff have completed paediatric first-aid training, which ensures they are able to deal with any accidents quickly and appropriately.

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

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

- support staff in implementing ways to value children's home languages
- review the organisation of the lunchtime routine in pre-school to ensure it supports all children effectively.

## Setting details

<b>Unique reference number</b>	509197
<b>Local authority</b>	Derby
<b>Inspection number</b>	10234580
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 9
<b>Total number of places</b>	69
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Little Scholars Limited
<b>Registered person unique reference number</b>	RP902499
<b>Telephone number</b>	01332 760619
<b>Date of previous inspection</b>	15 February 2017

## Information about this early years setting

Little Scholars Littleover registered in 1997 and is located in Derby. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Scheel

## 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 nursery.
- The inspector talked to 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 inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the nursery 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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