

Inspection of Little Leaps Daycare

Quarry Hill Junior Academy, Bradleigh Avenue, Grays, Essex RM17 5UT

Inspection date: 23 February 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at this welcoming nursery. They develop close relationships with staff and interact with them confidently. Children are well cared for by staff, who know them well. This helps children feel safe and secure. Children's individual needs are well met and their care routines from home are acknowledged and followed. Young children are offered reassuring cuddles as they become tired and are gently soothed as they settle for a sleep.

Children have easy access to a range of resources and enjoy choosing where to play in different areas of the nursery. For example, they use their imaginations as they take part in pretend play together and say, 'these cars are going on an adventure' as they push them along the 'road'. Children enthusiastically shake and bang musical instruments as they sing songs together.

Children show good levels of independence across the nursery. For example, older children use the toilet independently and wash their hands before eating. Children particularly enjoy being outside, where they have plenty of opportunities to develop their physical skills. For example, they play on the climbing frame, carefully walk across the balancing beams, and energetically push themselves along on scooters and cars.

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

- The provider, manager and staff team have worked hard to drive improvements since the last inspection. The provider has a clear overview of the provision. She works at the nursery each week and meets regularly with the manager to discuss how they can raise the quality of care and learning for children even further.
- The provider encourages staff to continually develop and improve their knowledge and skills. Staff have ongoing access to an online training programme as well as regular support from the local authority. Staff are keen to develop their practice and improve the experiences for children.
- Staff know children well. They use assessment effectively to identify children's next steps in learning and plan activities to meet their individual learning needs. However, at times, staff do not always focus precisely on what children know and need to learn next when they plan group activities. At these times, children are not supported as well to make the best possible progress.
- Staff engage enthusiastically with children as they play and learn. However, on occasions, some staff do not always fully consider how to support and extend children's learning through their interactions or use of resources. For example, when some children show interest in learning to write letters themselves, staff do not always provide effective support to help them.

- Children enjoy looking at books in the cosy reading area. Staff read children a good variety of stories and teach them a range of songs and rhymes. As result, children show an interest in books and this effectively supports their communication and language development.
- Overall, children's behaviour is good. They develop friendships and mainly play cooperatively with the resources. Staff are good role models and remind children to use good manners and follow expected behaviour. However, staff do not always explain why some behaviours are inappropriate or talk to the children about the impact of their behaviour on others.
- The manager, who is the special educational needs coordinator, acts promptly if children do not demonstrate expected development. She works with parents and external professionals to ensure that children who may require additional support get this quickly.
- The nursery staff have established a good relationship with staff at the school on the same site. The teachers at the school visit the nursery to become familiar with the children. Plans are in place for nursery staff and school staff to attend training sessions together. This helps to provide good continuity in children's learning, when they start school.
- Parents comment that their children enjoy attending and they are pleased with the progress their children make in their development. They advise they receive information about their child's experiences and learning through verbal feedback and electronic communication.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare are given a high priority at this nursery. All staff attend training which includes wider aspects of safeguarding, such as radicalisation. Staff have a secure understanding of the possible signs and behaviours that may indicate a child is at risk of harm. They are clear about the steps to take to refer any concerns they may have about a child or the conduct of another member of staff. The provider ensures staff receive regular training and they are kept updated with any new safeguarding matters.

What does the setting need to do to improve?

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

- support staff to focus more precisely on what children know and need to learn next when they plan group activities, to help them make the most progress
- strengthen the system of ongoing support for staff, to help them to improve their interactions with children and raise the quality of teaching further
- extend staff's understanding of how to support children to behave appropriately and understand the impact their behaviour has on others.

Setting details

Unique reference number	2539927
Local authority	Thurrock
Inspection number	10232390
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 9
Total number of places	20
Number of children on roll	21
Name of registered person	Wren, Louise
Registered person unique reference number	2539926
Telephone number	08007723817
Date of previous inspection	1 March 2022

Information about this early years setting

Little Leaps Daycare registered in 2019. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens from 7am until 6pm, Monday to Friday, during school term time. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marisa White

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas and discussed with the manager how these areas are used.
- The provider and the inspector completed a learning walk together to discuss how the early years provision and the curriculum are organised.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed activities indoors and assessed the impact these have on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector spoke to staff at appropriate times 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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