

# Inspection of Little Lockets Nursery

2 Grove Street, Great Hale, Sleaford NG34 9JY

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Inspection date: 1 March 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 are supported to feel safe and secure in the nursery. In the baby room, children receive a warm cuddle from their peers when they arrive. Children show positive relationships with staff, sitting on their knee for comfort and reassurance. Children in the pre-school room show a sense of pride in their achievements. For instance, they show visitors pictures they draw of themselves and their family.

Children enjoy being physically active. In the baby room, children are supported to develop their strength when they climb steps on equipment and go down slides. Children in the toddler room learn new skills, such as how to pedal a tricycle. Staff explain and guide them how to use their feet to push down on the pedals. Children who speak English as an additional language have opportunities to hear their home language in their play, supporting their language development. Children have opportunities to learn about foods that originate in other countries, such as Wales. They make Welsh cakes and take it in turns to use their senses to explore the ingredients they use. Children benefit from the manager spending additional funding effectively to support their individual needs. For instance, this includes offering children healthy snacks and nutritious meals to promote a healthy diet.

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

- Staff support children's communication and language skills well. For example, when children in the baby room babble, staff listen and respond. This helps children to know that their views are valued and to take turns in conversations. Staff help children in the pre-school room to learn new words, such as 'spine' and 'shin'. This helps them to learn the names of different parts of their bodies.
- The manager and staff reflect on their practice and gather feedback from parents. They make improvements, for example to help children to become familiar with routines in preparation for their move on to school. The manager and staff give children the same amount of time to eat their lunch as they will have when they move on to school.
- Parents provide positive comments about staff and their children's experiences in the nursery. They appreciate the information they receive from staff about their children's day. Parents value the help they receive from staff regarding their children's potty training. This helps to create a united approach to supporting children's development.
- The manager and staff observe and assess children to help identify what they need to learn next. Children are supported to develop their learning through their interests indoors. For example, children solve problems when they use construction toys to make a tractor. However, occasionally when children play outdoors, they are not supported as effectively to follow their interests. This limits some children's opportunities for purposeful play.

- The manager and staff work in partnership with parents and make referrals to other professionals to support children with special educational needs and/or disabilities. Targeted plans are in place and children are given individual attention from staff to help meet their learning and care needs.
- Children learn how to be kind to animals. For example, staff encourage them to stroke the nursery guinea pigs gently and to feed them. However, some planned activities in the toddler room are not always as effective. Staff do not maintain children's focus and attention so they can get the most from the learning opportunities offered.
- Staff actively promote positive behaviour. For example, children in the pre-school room receive coins to praise them for tidying up toys and when they help at lunchtime. They receive a prize at the end of the week to recognise their achievements. This helps to raise children's self-esteem and helps them to understand what is expected of them.
- Staff encourage children to complete tasks on their own. For instance, in the baby room, children who can walk are asked to take their plate to a bin when they finish eating. Children in the toddler room are supported to use cutlery at lunchtime. Pre-school children select their own snacks and serve themselves.

## Safeguarding

The arrangements for safeguarding are effective.

Staff carry out checks of the environment and remove any identified hazards to promote children's safety. They count children to ensure that they are all present when they move around the nursery, such as when they come indoors from playing in the garden. Many staff have completed first-aid training. They are allocated appropriately around the building to ensure that they are able to react quickly to a child's minor incident. The manager and staff understand their responsibilities to safeguard children. They know how to identify the signs of abuse and where to report their concerns.

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

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

- help staff to support children to follow their interests when they play outdoors
- support staff to encourage children in the toddler room to remain focused and engaged during planned activities.

## Setting details

<b>Unique reference number</b>	EY476131
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10264406
<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 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Laura Locket Ltd
<b>Registered person unique reference number</b>	RP910599
<b>Telephone number</b>	01529 461634
<b>Date of previous inspection</b>	14 June 2017

## Information about this early years setting

Little Lockets Nursery registered in 2014 and is situated in Sleaford, Lincolnshire. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, 10 hold qualifications at level 3, and the manager holds a qualification at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## 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 and the inspector completed a learning walk together of all areas of the nursery and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

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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