

# Inspection of Natures Little Learners

8a & 8b Avenue Close, Harrogate HG2 7LJ

---

Inspection date: 15 March 2023

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The nursery is a happy and welcoming place for children. They have lots of fun learning and playing. Children are safe and well cared for by staff who want the best for them. Even the very youngest children settle quickly and happily in the calm and nurturing environment. Staff working with babies provide them with exciting sensory experiences and skilfully use these to expose them to a wide range of language. Babies have independence and freedom to explore, which gives them a sense of ownership in what they can do and builds their confidence well. Toddlers' fine muscle skills develop well, as they use various-sized spoons to scoop up the soil to fill the plant pots.

Older children show initiative and use their imagination well. For example, they organise the resources they need to have a tea party. They decide to use the teapot and cups to transport the water from the water tray and pretend to have cups of tea. Children are friendly and confident to approach the inspector, eager to talk about what they like to do in the nursery. All children have developed a strong interest in books. For example, toddlers sit alongside staff and carefully turn the pages and point to pictures. They giggle as staff read stories using an animated voice.

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

- The experienced leadership team show dedication to their roles. They have created a curriculum which identifies what they want children to learn. Leaders and staff know each child's needs well. This starts with the building of strong relationships with families before a child joins the nursery. Staff get to know the children and are alert to any barriers they face and the knowledge they need to learn next. Such strategies ensure that staff can quickly identify and meet the learning and development requirements of children, including those with special educational needs and/or disabilities.
- Overall, leaders are aware of staff's strengths and aspects of their practice that can be developed further. However, monitoring of teaching has not been precise enough to identify where some staff need further support and guidance. For instance, staff do not always consider the environment when planning adult-led activities, so that distractions are reduced, and children are able to concentrate. Equally, on occasion, some staff interactions between children and staff do not stretch or develop older children's mathematical skills, such as counting and calculation, as well as they might.
- There is a strong focus on developing children's communication and language skills. Staff get down to the child's level and narrate what children are doing, adding new vocabulary. They repeat new language to reinforce it and give children the confidence and opportunities to start to use it themselves. Staff

make story time a thoroughly enjoyable experience. They immerse children in books by sharing them repeatedly and talking about the story. They turn the activity into a multi-sensory experience, for example using dried cereal and oats to replicate the Gruffalo walking through the woods. This helps children understand new words they come across.

- Staff place a great emphasis on helping children to make friends, take turns and be kind and considerate to each other. They model how to use good manners, share, and take turns. Children quickly respond by showing the desired behaviour themselves. Children manage their feelings and behaviour very well. If they are upset, staff talk gently to them and coax them to join in with activities.
- Leaders work closely with staff to ensure they receive the right support, and that workload is manageable. Staff are enthusiastic, happy, and positive and appreciate leaders' efforts to reduce their workload and consideration given to their well-being.
- Partnerships with parents are strong. Staff speak to parents daily about children's time at the nursery. They share photographs on children's online learning records so parents can see for themselves the range of activities children take part in. Parents speak highly of the nursery. They comment on the great staff team, the support they provide and the wonderful range of learning experiences their children engage in.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their safeguarding roles and responsibilities. They recognise the signs of abuse and neglect and know the steps to take if they are concerned about a child, or the conduct of a colleague. All staff have completed safeguarding training and regularly update their knowledge. Daily risk assessments in the nursery are effective. The premises are secure and well maintained, which contributes to keeping children safe. Staff are vigilant in keeping children safe from harm and always supervise children effectively.

## **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 consider the environment when planning adult-led activities, so that distractions are reduced, and children can concentrate
- enhance opportunities for older children to practise their counting and early calculation skills.

## Setting details

<b>Unique reference number</b>	2621609
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10278136
<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>	70
<b>Number of children on roll</b>	136
<b>Name of registered person</b>	Natures Little Learners Ltd
<b>Registered person unique reference number</b>	2621611
<b>Telephone number</b>	07957156981
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Natures Little Learners registered in 2021. The nursery employs 17 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

## 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 setting.
- The inspector carried out a learning walk with the deputy and the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023