

Inspection of Little Pickles Nursery

Riverside House, 19 Chapel Street, Halstead, Essex CO9 2LS

Inspection date: 16 March 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 delight in being in this welcoming, safe and exceptionally well-resourced environment. They are busy and full of excitement at the freedom they have to develop their curiosity. Babies confidently walk and crawl around their environment, exploring the variety of resources on offer. They watch older children playing in the garden with interest to see what they are doing. Toddlers develop their understanding of the natural world, watching the visiting ducks. They discuss the birds that they can see. Older children are confident and very independent. For example, they help to set the lunch tables with plates and cutlery, and put out chairs for the whole group. Younger children help to tidy up their toys. Babies feed themselves at snack time and crawl in to their 'snooze pods' for nap time.

Children benefit from plenty of opportunities to develop their physical skills and are effectively supported by staff. For example, children enjoy riding new balance bikes, navigating obstacles in the garden. They get in and out of a real boat, pretending to steer it. Children have access to climbing equipment outdoors. They are learning how to keep themselves safe wearing bicycle helmets, as staff support them to take measured risks. Children relish the praise given by staff for their achievements.

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

- The managers are passionate, enthusiastic and committed to providing children with high-quality provision. They coach and support staff to provide children with a stimulating learning environment, indoors and outdoors. Staff have a very good understanding of what they want the children to learn and achieve.
- Staff plan a broad curriculum based on children's starting points, interests and next steps. Staff observe children and use assessments to monitor their development. In turn, children make good progress. However, staff do not fully liaise with other settings where care is shared, to discuss learning priorities and promote consistency in children's learning.
- Staff support children's communication and language well. They listen to children and ask open-ended questions to engage children in conversations. Staff introduce new words to extend children's vocabulary. For example, when children explore a pretend pond with frogs, staff introduce them to the word 'tadpole'. Children begin to use it correctly in discussion.
- Staff place an emphasis on supporting children with special educational needs and/or disabilities. They work in close partnership with a wide range of other professionals to put plans in place to support children to reach their full potential.
- Children behave well and are curious and keen in their play. They show confidence to choose what they want to do. Older children routinely say 'please'

and 'thank you'. They welcome their peers into their play and are happy to share resources. This develops children's self-esteem, as they understand that they are valued. For example, children share large syringes in water play. Some are hard to press down and children show each other how to do it. Children cooperate and learn to be kind to their friends.

- Staff encourage children's independence. They support children to wash their hands and to dress and undress themselves. Children are also able to freely select resources. However, staff do not always encourage children to tidy them away before getting out new resources. This can lead to toys being left out and other children may fall over them.
- Parents speak very highly of the nursery. For example, they feel staff are attentive, friendly and approachable. They say their children are making very good progress. Parents report that communication is clear, and they are updated and aware of what goes on in the nursery. Staff speak to the parents daily and use online systems to communicate children's achievements and share information.
- Staff are proud to be a part of this nursery. They work well as a team and share the management's ambitions and aspirations for children. This is reflected in the range of high-quality opportunities that staff provide for the children and the progress children make in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting them from extremist views. Staff know how to report and log concerns about children or adults and are aware of how to escalate these when necessary. Vetting and recruitment processes are in place to ensure that adults are suitable to work with children. The managers and staff ensure that the premises are always secure and any potential hazards to children's safety are identified and minimised.

What does the setting need to do to improve?

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

- establish partnerships with other early years settings that children attend to provide the best possible support for their learning and development
- help children to learn about the importance of managing risks by tidying up toys to keep themselves and others safe.

Setting details

Unique reference number	EY491686
Local authority	Essex
Inspection number	10280584
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	53
Number of children on roll	108
Name of registered person	LPN Limited
Registered person unique reference number	RP533252
Telephone number	01787 478351
Date of previous inspection	29 August 2017

Information about this early years setting

Little Pickles Nursery registered in 2015. The nursery employs 14 members of childcare staff. Of these, 12 hold an appropriate early years qualification at level 2 or above. One of the managers holds early years teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Marta Kellouche

Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the provider.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the managers to discuss the curriculum intent and how the nursery is organised.
- The inspector completed a joint observation of an activity and evaluated this with the managers.
- The inspector reviewed relevant documentation, including the evidence of staff qualifications and the suitability of the adults working with the children.
- The inspector took account of the views from parents spoken to on the day of the inspection.

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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