

Inspection of Little Monsters Day Nursery

The Poplars, Main Road, Anslow, BURTON-UPON-TRENT, Staffordshire DE13 9QE

Inspection date: 22 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 form close trusting relationships with their key person and staff. Younger children receive cuddles and comforting words of reassurance if they feel tired or upset. As a result, children feel safe and secure. Staff are gentle and caring in their approach, which contributes to a happy and relaxed atmosphere across the nursery.

Children take part in outings in the local village, such as visits to the farm and supermarket, which helps children to learn about people in their community and the world around them. Children benefit from enjoyable experiences that help them to develop an understanding of the natural world. For instance, Toddlers and babies enjoy helping to plant seeds and use spray bottles to water the plants in the garden. Older children become fascinated as they use magnifying glasses to search for worms and other insects hidden in soil. Staff extend their learning further and children help to create a wormery and sing songs about a wiggly worm. Children enjoy lots of singing and story-time routines as part of everyday practice to help support their literacy development.

Children thoroughly enjoy their time in the well-resourced outdoor areas and develop good physical skills. They confidently climb up the steps to the slide, ride on tricycles and have lots of fun when they run about and chase each other. Children develop good social skills, learn how to play with others and build friendships. For example, older babies giggle and squeal with delight as they take turns to play a spontaneous game of peekaboo through the window in the playhouse.

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

- Managers are passionate about what they do. They are ambitious and work closely with staff to design a curriculum where all children are given the best possible start to their early education. The managers and staff are highly reflective in their practice and strive for continuous improvement.
- Managers understand the importance of professional development. Staff benefit from regular supervisions and staff meetings, where they receive guidance and coaching to help raise the quality of education across the nursery.
- Parent partnerships are strong. Written feedback from parents is highly complementary. They write that their children flourish and that staff treat children 'as their own'.
- Managers are aware of the impact the COVID-19 pandemic has had on children's communication and language. They use effective strategies, such as early screening tools to help identify where additional support may be needed.
- Although staff demonstrate a shared vision to promote children's communication

and language, this is not yet consistent across the nursery. For example, on occasion, staff miss opportunities to introduce new words when children are participating in activities and engage them in high-quality interactions during everyday routines, such as mealtimes.

- Children enjoy sensory play and exploring different textures. Staff help babies to take off their shoes and socks to investigate the texture of bubble wrap with their feet. Staff hold their hands as babies excitedly jump up and down on the bubble wrap and say 'pop, pop'.
- Children enthusiastically participate in activities that encourage them to experiment and make predictions. For example, children gather toys to put into water and try to guess if the objects will sink or float.
- Staff have high expectations for children's behaviour. Younger children are gently reminded to use 'kind hands' and to share. Staff help older children to recognise and articulate their feelings and emotions and share them with others. Children talk about times when they felt happy or sad. This helps them to understand that people have different feelings.
- Staff provide children with opportunities to develop their fine motor skills in preparation for early writing. For example, older children squeeze pipettes filled with different-coloured water and recall how to mix colours to create new ones. They use scissors safely to cut fresh flowers and create pretend potions.
- Managers and staff have created an inclusive nursery that values diversity and cultures represented in modern Britain. They plan activities and enjoyable experiences around celebrations and festivals, such as Chinese New Year. However, resources designed to teach children about diversity are not always readily available for children to play with.
- All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. The special educational needs coordinator and managers work closely with other professionals, to ensure that children with SEND receive tailored support for their individual needs.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge of safeguarding. They know the signs and symptoms to be aware of if they suspect a child is at risk of harm. Staff are confident in the procedures to follow to report any concerns they may have about the welfare of a child or the conduct of a colleague. The managers follow safer recruitment procedures to ensure staff are suitable to work with children. Staff supervise children at all times and carry out risk assessments both indoors and outdoors, to ensure that children play in an environment that is safe and secure. Children learn how to keep themselves safe when crossing the road. Managers invite the lollipop lady into the nursery to talk to the children about road safety.

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 develop skills in providing consistent strategies to promote children's communication and language skills to the highest level
- provide more opportunities for children to develop their understanding and awareness of the diverse world in which they live.

Setting details

Unique reference number	EY463837
Local authority	Staffordshire
Inspection number	10280325
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 4
Total number of places	60
Number of children on roll	124
Name of registered person	Little Monsters Day Nursery Ltd
Registered person unique reference number	RP532688
Telephone number	01283 815588
Date of previous inspection	16 August 2017

Information about this early years setting

Little Monsters Day Nursery registered in 2013. It is situated in Anslow, Burton-upon-Trent, Staffordshire. The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 5.30pm. It provides funded early education for two-, three- and four-year-old children. The nursery employs 25 members of childcare staff. Of these, two hold a qualification at level 4, 14 staff hold qualifications at level 3 and five hold a qualification at level 2.

Information about this inspection

Inspector
Angela Hulme

Inspection activities

- This was the first routine inspection the nursery 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.
- Managers and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- 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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