

# Inspection of Littler Grange Children's Day Nursery Ltd

Littler Grange, Littler Lane, WINSFORD, Cheshire CW7 2NE

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Inspection date: 24 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 flourish in this incredibly well-organised and purposeful nursery. Leaders have developed a clear and ambitious curriculum, securely rooted in the knowledge of how children learn. Staff are calm and nurturing and spend time getting to know the children and their families when they join. This helps to support their emotional well-being and develop secure attachments. Staff use this knowledge to skilfully engage children in learning opportunities that will ignite their interests and build on what they already know and can do.

Children relish their time in the splendid outdoor area and have plentiful opportunities to engage with the natural world. For example, they greatly enjoy exploring the woodland mud kitchen and chasing their friends around the trees. They sow seeds in the garden and talk about the variety of vegetables that will soon be growing. Staff take this opportunity to extend their learning about healthy lifestyles and growth. Younger children are supported to take appropriate risks on the balancing apparatus. They practise using their big muscles as they climb, crawl and kick balls around the secure play areas. Older children scramble up a hill to safety from the 'hot lava' at the bottom and reassure the inspector that she is safe as she is wearing 'magic lava boots'. Children become deeply engrossed in their play and are developing in confidence, independence and character.

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

- Staff deliver an inclusive curriculum that supports all children, including those with special educational needs and/or disabilities, to make good progress. Funding allocated to these children is used in a way that helps to ensure it has the biggest impact on children's learning. Staff challenge stereotypes and children learn to recognise and celebrate each other's differences in an age-appropriate way. For example, Polish children share their baking traditions and recipes, and children who celebrate Diwali bring jewellery and costumes to proudly show their friends. This helps children to understand what makes them unique and promotes respect for different people. However, the curriculum is not always effectively implemented for the youngest children so that their learning is promoted to the highest level. Nevertheless, children are progressing well and developing positive attitudes to learning.
- Staff are positive role models and provide children with clear behavioural expectations. Children learn to take turns, share and be considerate of others. However, there is not always a consistent approach in promoting manners and the reinforcement of expectations. This means children do not always know why they must follow certain rules and sometimes struggle to manage their emotions.
- Children participate in engaging activities that successfully build on their

experiences at home. For example, children share that they are going on holiday to France. Staff recognise this important learning opportunity and find ways to incorporate aspects of French culture and language into their teaching. The pre-school children now have daily French lessons and are discussing geographical similarities in France to where they live in England. Staff interact with children extremely well and children are eager to express what they can do.

- Staff promote a love of reading by introducing stories that link with children's interests. For example, children are mesmerised when they discover worms in the garden and are eager to find out more. Staff introduce the book 'Superworm' to extend their engagement and skilfully make reference to it during play. Children happily explain that worms are 'squishy' and 'do not have bones'. Staff encourage them to find out more about their characteristics and introduce new vocabulary such as 'habitats' and 'invertebrate'.
- The highly astute management team is extremely supportive and provides very effective leadership for staff. They reflect continuously, developing strategies for staff to observe and evaluate each other's practise in a proactive and encouraging way. Staff training and focused professional development opportunities are given high priority and this learning is regularly woven into enhancements in the setting. Staff say they feel valued and the long-serving team work very well together.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a culture of acute safeguarding awareness throughout the setting. Staff receive excellent training and have a thorough understanding of how to keep children safe and protected from harm. They understand the steps to take, should they become concerned about a child's welfare or the conduct of a colleague. Robust recruitment procedures help to ensure that all staff are suitable to work with children. Staff support children to identify and manage their own risks. They talk to them about balancing safely on apparatus and to watch out for their friends as they build tall towers. Risk assessments are thorough and staff are vigilant when checking that the environment is safe and secure.

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

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

- strengthen behaviour management strategies to ensure consistency in the modelling of good manners and expected behaviours, so children learn to respect the rules and better manage their emotions
- continue to monitor less experienced staff's practice to ensure that they know how to implement the curriculum effectively and promote children's learning and development to the highest level.

## Setting details

<b>Unique reference number</b>	EY315738
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10280081
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	54
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Littler Grange Day Nursery Limited
<b>Registered person unique reference number</b>	RP907680
<b>Telephone number</b>	01606 559095
<b>Date of previous inspection</b>	19 September 2017

## Information about this early years setting

Littler Grange Children's Day Nursery Ltd re-registered in 2005 and is situated in Winsford, Cheshire. The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one holds a level 5 qualification, eight hold level 3 qualifications and one member of staff holds a level 2 qualification and is working towards level 3. The nursery opens from Monday to Friday for 51 weeks of the year, excluding bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marianne McDowell

## 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 observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager joined the inspector on a learning walk of all areas of the setting and discussed the early years curriculum.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the nursery manager and discussed the impact of teaching on children's learning.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff suitability and training.

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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