

Inspection of Little Leaders Day Nursery

79-81 Cotterills Lane, BIRMINGHAM B8 3RZ

Inspection date:

28 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The leadership team has made vast improvements since the last inspection, which have addressed risk assessment processes and hazards in the environment. This means that children are safe. However, children do not yet make as much progress as they could in their learning. Leaders have a clear idea of what the curriculum should entail for children. They verbalise their intent for developing children's communication and language skills, and emphasise a focus on children's emotional well-being. However, this is not yet fully demonstrated in practice among staff.

Despite this, children have formed strong attachments with staff. They smile as staff interact with them during their chosen play. Children build towers with plastic bricks. Staff describe the height of the tower and praise children for succeeding in connecting the bricks. Children initiate conversations with staff and show pleasure as they encourage their efforts. Children are confident in the environment and demonstrate this as they explore different areas of the room and self-select resources to play with.

Children particularly enjoy being outdoors and have opportunities to develop their physical skills. Children ride on wheeled vehicles and enjoy collecting water in containers, which they pour onto the ground to create puddles. They splash in the puddles and laugh as they watch the water cover their wellington boots.

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

- Children are learning to be independent. They feed themselves at lunchtime and have a go at peeling their own fruit for snack. Children who are able to, use the toilet and wash their hands by themselves. Some children are supported by staff and encouraged to have a go themselves to practise being self-sufficient.
- Staff know what they want children to learn. They explain learning targets for children and how assessment is used to identify what children need to learn next. However, staff do not demonstrate that they know how to implement the curriculum consistently to ensure that children make as much progress as they could. The quality of teaching is therefore variable across the nursery. Children lose interest in activities quickly and their attention is not captured fully. Children often wander around without being engaged in purposeful play.
- New positive behaviour approaches have been introduced in the nursery to help children to learn how to manage their emotions. However, these are not yet fully embedded across the staff team. Behaviour approaches differ across the nursery. For example, at times, older children are asked to give up their toys to younger children who are displaying unwanted behaviour. This means that children do not learn how to resolve conflict appropriately or learn about the impact that their behaviour has on others.

- Transitions between activities are not always well considered. Children begin to engage in learning activities while other children are getting ready to go outdoors. This becomes distracting and leaves children unable to fully concentrate on the learning taking place.
- Parents and carers express their happiness with the care that their children receive. They comment on the support that they receive from the staff team, and comment on the pleasure that their children show when arriving at nursery. Parents receive regular feedback about their children's learning and appreciate being updated daily about children's experiences.
- The leadership team has made a number of changes across the nursery, which are beginning to be implemented to improve experiences for children. Leaders have appropriately identified ongoing areas for development and are proactive in taking steps to apply these in practice. They work closely with external agencies to support their plans for improvement and are committed to ensuring that learning experiences are enhanced for children.
- Children with special educational needs and/or disabilities receive appropriate support. Any delays in children's development are identified and addressed promptly. Staff work with other professionals to ensure that children's needs are met. They share information about children's care plans across the staff team to encourage a consistent approach.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities regarding safeguarding practice and have completed appropriate training. They know what to do if they are concerned about a child and can identify signs that may mean a child is at risk of harm. Evacuation procedures have been improved to reduce risk to children in the event of a fire. Risk assessment processes are effective, and improvements have been made to the environment to ensure that the safety of children is prioritised at all times. Leaders ensure that staff receive appropriate training and have a secure understanding of the safeguarding policy and procedures.

What does the setting need to do to improve?

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

- raise the quality of teaching across the provision to ensure that children are fully engaged in purposeful activities, to maximise their learning
- support staff to embed behaviour approaches across the nursery consistently so that children understand expectations and learn how to behave appropriately
- consider how transitions from one activity to another are organised to reduce disruption to children who are engaged in play.

Setting details

Unique reference number	EY481745
Local authority	Birmingham
Inspection number	10265621
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	21
Name of registered person	Little Leaders Day Nursery Limited
Registered person unique reference number	RP533997
Telephone number	01212704093
Date of previous inspection	30 September 2022

Information about this early years setting

Little Leaders Day Nursery registered in 2014 and is situated in Birmingham. The nursery employs six members of childcare staff, one of whom holds a qualification at level 7. The nursery opens Monday to Friday from 8am until 4pm during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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