

# Inspection of Little Berries

Kentisbury Primary School, Kentisbury, BARNSTAPLE, Devon EX31 4NG

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Inspection date: 28 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**

The manager and staff provide interesting and engaging experiences for children, to build their knowledge and help them develop a broad range of skills. Older children learn to count and recognise numbers enthusiastically during games. They take part in activities that help to support their dexterity and coordination and strengthen the muscles in their arms and hands. Children learn to use scissors and draw pictures with control. They develop a love of books, listening with rapt attention when staff read to them. Older children begin to recognise some familiar written words, such as their names and the names of their friends. Younger children play imaginatively and copy their older friends. All children develop a positive attitude and make good progress in their learning.

Children are settled and feel safe and comfortable in the care of the friendly staff team. Parents comment that their children are happy and often enter the setting without saying goodbye in their haste to greet their friends and staff. Children understand the daily routines and staff's expectations for their behaviour. They follow staff's instructions and show respect for the learning environment. For example, when staff play music to indicate it is time to tidy up, the children help to pack away the toys straight away.

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

- The manager and staff have a very good knowledge and understanding of what they want children to learn and achieve. They assess children accurately and use this information to plan a varied and stimulating curriculum. At times, the manager and staff do not target the learning needs of babies and toddlers as precisely as they do for the older children, to support them to participate fully and extend their learning further.
- The manager and staff are playful and join in with children's games enthusiastically. For example, they pretend to sit in an aeroplane and fly away on holiday, talking to the children about where they would like to go. The children follow their own ideas and enjoy imaginative play, such as pretending to crack eggs to make pancakes.
- Most children express their thoughts, ideas and likes clearly and confidently. The manager and staff narrate what children are doing and model a broad vocabulary to teach children new words. The younger and quieter children play happily by themselves and join in singing nursery rhymes during group activities. However, staff do not encourage their speech and language as effectively as they could during their self-chosen play.
- The manager and staff are sensitive and respectful of children. For example, they give children the choice to have their nappy changed now or after they have finished playing, so as not to disrupt their activities. Children learn from

these positive relationships. They behave well and use good manners without prompt from staff.

- Children develop very good social skills. They play cooperatively together and look after each other. Older children look at books on the floor and recall the story to toddlers, who lie on their tummies and listen contentedly. When toddlers need help to wash their hands after painting, their older friends kindly offer to take them to the toilets.
- The manager and staff support children's personal development well. Children are confident to manage their self-care needs independently. Older children put on their aprons and coats and take themselves to the toilet.
- Partnerships with parents are effective. The manager and staff share detailed information with parents about what their children are learning and have been doing at the setting. They help parents to continue building on children's learning at home.
- The manager and staff identify promptly when children may benefit from additional support in their learning. The special educational needs coordinator works well in partnership with parents, the school, other agencies and staff to reduce any gaps in children's development.
- The manager supports staff well. She focuses on promoting their well-being and developing their skills. Staff work together as a team with a shared vision, dedicated to providing high-quality early experiences for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their responsibilities to protect children from harm. They know how to identify concerns about children's welfare and understand the procedures to follow if they have any concerns. Staff also demonstrate a good knowledge of what to do and who to contact if there are concerns about any member of the staff team. The manager and staff use risk assessment effectively to ensure that the premises are safe and secure for children. They are well deployed and supervise children at all times. The provider has secure recruitment and vetting systems in place.

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

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

- review planning to target the babies' and younger children's next steps in learning more precisely and engage them more fully in activities
- strengthen the support that staff provide to younger and quieter children to develop their speech and language further as they play.

## Setting details

<b>Unique reference number</b>	EY431145
<b>Local authority</b>	Devon
<b>Inspection number</b>	10225719
<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>	1 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	West Exmoor Federation Governing Body
<b>Registered person unique reference number</b>	RP530834
<b>Telephone number</b>	01271883263
<b>Date of previous inspection</b>	27 April 2017

## Information about this early years setting

Little Berries registered in 2011. It is run by West Exmoor Federation and operates from within the village school in Kentisbury, near Barnstaple, Devon. The setting is open from 8am to 5pm Monday to Thursday and from 8am to 4.30pm on Friday, all year round. There are eight members of staff working with the children, all of whom hold qualifications to at least level 2. The manager works closely with the school leaders. The setting is in receipt of funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Madge

## 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 how staff support children during their learning and assessed the impact this has on their progress.
- The inspector spoke with parents, staff and children during the inspection.
- The provider and manager met with the inspector to discuss the day-to-day management of the setting.
- The manager took the inspector on a learning walk and completed a joint observation, to talk about their intentions for the curriculum and the impact on children.

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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