

Inspection of Leo Cubs Nursery Ltd

213-217A Dunstable Road, Luton LU4 8BN

Inspection date: 17 April 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 enjoy their time at this welcoming nursery. They settle quickly and build warm relationships with staff. They respond to staff's positive attitudes and encouragement and are confident to explore and try new activities. Staff are vigilant and adapt routines during the day, helping children to feel comfortable and secure. For example, they note that children are engrossed in their play and so delay lunchtime. Children follow the good example set by staff and are kind and caring towards one another. For instance, children talk gently to each other and readily share the resources.

Children learn to recognise and respect differences. Staff use posters and books to initiate discussions and encourage children to share their cultures and experiences. Children develop their independence skills. Young children fetch their own coats and put these on. Children have many opportunities to develop their physical skills. For example, they stretch as they use chalks to make big marks on the path, and concentrate as they push wheels along a line. Children learn how to keep themselves healthy. For instance, they use timers to help them check they have washed their hands for long enough. Staff are very sensitive to the potential effects of the COVID lockdowns. They maintained contact with all families during these times and provided resources to aid parents in continuing children's learning at home.

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

- Managers know the children well and understand their needs. They monitor children's progress and take prompt action to ensure that no child falls behind in their learning. Managers support staff in helping children to take the next developmental steps. Children make good progress and are well prepared for starting school.
- Staff report that they feel valued and supported in their work. Managers act as good role models and support staff to complete further training to develop their practice. Managers have high expectations. They continuously review all areas, making ongoing improvements that support children and enable them to enjoy their time at the nursery.
- Staff talk clearly to children, often using signs and props to aid early communication. Children quickly become confident communicators. They use their good language skills to explain their play. For example, children use a variety of tools to make marks in glitter and flour, stating they have made pictures of 'gardens' and 'muddy puddles'. Staff support children well to learn English, balancing this with opportunities for children to see and speak their home languages.
- Children of all ages show a growing enjoyment of books. For example, younger

children remember the title of a favourite book and listen intently as a staff member reads this. Afterwards, children explore puppets, linking these to the characters in the book and remembering some of the words.

- Staff know the children well and are sensitive to their needs. They use practical methods to support children's development. For example, small-group activities help children to listen and take turns in discussions. These practical daily procedures particularly support children with special educational needs and/or disabilities and they make good progress.
- Staff are vigilant and make sure children access a wide variety of interesting resources in all areas. For instance, when playing outside, children select clipboards, paint sticks and chalks. They concentrate and exchange ideas as they sit together, making patterns and marks on their paper.
- Parents speak highly of the nursery. They report that communication with staff is very good and appreciate the support they receive in building on their children's learning. Partnerships with parents are a particular strength. Managers and staff work hard to understand the needs of every family. In turn, this enables them to understand each child and offer them well-tailored support.
- Staff generally make use of opportunities to build on children's knowledge. For example, while cutting up fruit, staff encourage children to talk about 'whole apples' and 'half apples'. Staff know the children well and link activities to their interests. Staff are generally aware of the intent of activities and present these appropriately. However, this is not consistent and staff do not always make the best use of activities to promote children's development to the optimum.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff prioritise children's welfare and continuously review this. They work well with other professionals, exchanging appropriate information. They complete regular training to keep their knowledge up to date. Staff fully understand how to recognise and report concerns to the relevant professional without delay. They appreciate the dangers posed by exposure to extreme views and practices. Additionally, they are aware of the potential risks associated with use of the internet and take effective action to protect children. They provide information to parents to help them understand this area and protect their children.

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 their practice further, so that they consistently recognise the learning intentions of activities and present these effectively to each child, to support children's learning and development to the optimum.

Setting details

Unique reference number	EY472258
Local authority	Luton
Inspection number	10280340
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	1 to 4
Total number of places	53
Number of children on roll	24
Name of registered person	Leo Cubs Nursery Limited
Registered person unique reference number	RP911127
Telephone number	01582453643
Date of previous inspection	6 September 2017

Information about this early years setting

Leo Cubs Nursery Ltd registered in 2013. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including the manager, who has a level 6 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

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 manager and deputy manager joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector, the manager and the deputy manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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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