

Inspection of Little Faces Childcare Ltd

R/O Pontlands Park Hotel, West Hanningfield Road, CHELMSFORD CM2 8HR

Inspection date: 13 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 arrive happy and keen to engage in the activities provided. Pre-school children eagerly use clay and a variety of materials to make their own minibeads. Babies explore instruments and the sounds they make, as staff sings songs with them. All children enjoy the well-equipped garden areas. Toddlers mix a 'soup' together in the mud kitchen. They use pots and large spoons to stir the mixture. They demonstrate that they feel comfortable and secure in their environment.

Staff support children's language development. Babies and staff use simple signs. They competently sign 'cow' and 'pig' while singing 'I went to visit a farm one day'. Older children explore words they have previously used. For example, staff support children to remember the word 'gill' when looking at a shark. Children remember that a gill helps a shark to breathe. They have access to a wide range of books, which further develops their language skills. Children's emotional development is highly valued, and they form secure attachments. When children say they are sad, staff gently explain that 'it's fine to feel sad', and ask children if they would like to talk about how they are feeling. Children sit with staff to have cuddles and to gain comfort.

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

- The manager is reflective and has a vision for how she would like to move the nursery forward. She is eager to reinstate the intergenerational visits to the local elderly care home, which happened prior to the COVID-19 pandemic. The manager feels this is a positive experience for both the nursery children and the older people.
- The manager has an effective curriculum in place. She ensures that children make good progress. Staff encourage children to be ready for school. For example, children sit in groups for registration, and they serve themselves at lunchtime.
- Children go on trips in their local area. They look for a variety of nature items on a treasure hunt in a farmer's field. Younger children visit the local duck pond to feed the ducks. Pre-school children collect food items for harvest festival and take them to the local church. Children gain knowledge and begin to understand the world around them.
- Children discuss nursery rules during whole-group time. They confidently state not to run indoors, to share toys and to be kind to each other. Staff remind them about covering their mouths when they cough or sneeze and children say, 'Germs are not for sharing.'
- Children are confident to approach visitors. Babies bring toys to share, and older children talk about their clothes having flour on from being in the garden. Children feel safe and secure in their environment.

- Parents speak highly of the staff and how they feel well supported by them. They state that they like the verbal feedback at the end of each day. Parents enjoy seeing photos on the online platform showing what their children have been doing during their nursery session.
- The special educational needs coordinator (SENCo) has a good understanding of the requirements to support children with special educational needs and/or disabilities. She values working with parents and liaises regularly with them to share information, to help their child reach their full potential. The SENCo completes paperwork and refers to relevant agencies should a child need extra support.
- Children experience a positive settling-in procedure. Parents share relevant information with their child's key person before the child starts. This enables staff to be aware of the child's routines, likes and dislikes and any dietary requirements. Children have their own photo and peg for their belongings from the first day they start. This gives them a sense of belonging.
- The manager completes supervision meetings with staff. This allows them to discuss any future training requirements. Staff state that they feel well supported by the management team.
- Children do not always receive appropriate challenge to help them make the best possible progress. On occasion, staff step in to do things for children, such as cutting string for craft activities, instead of encouraging them to persevere and do it for themselves.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding and how to protect the children in their care. There are clear procedures in place for staff to follow should they need to make a referral if they have a concern. Staff understand the wider impact of safeguarding, for example, the 'Prevent' duty and county lines. Staff are aware of what they should do if they have a concern about a colleague. The manager follows a safe recruitment procedure when employing new staff. A thorough induction is completed by new staff, which includes safeguarding training.

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 consistently encourage children to keep trying and do things for themselves.

Setting details

Unique reference number	EY453958
Local authority	Essex
Inspection number	10280179
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	56
Number of children on roll	84
Name of registered person	Little Faces Childcare Limited
Registered person unique reference number	RP906859
Telephone number	01245 473696
Date of previous inspection	11 August 2017

Information about this early years setting

Little Faces Childcare registered in 2012. It is privately owned and situated in Great Baddow, Chelmsford. The nursery employs 20 members of staff, 13 of whom hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, 7.30am to 6pm, all year round. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Clayton

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 provider.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the nursery with the inspector.
- 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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff 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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