

Inspection of Little VIPs Daycare

The School House, Lowther Endowed Primary School, Hackthorpe, Penrith CA10 2HT

Inspection date: 20 April 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exceptional nursery. They learn from the youngest age to appreciate and care for others. Children start the day by warmly welcoming each other and acknowledging how they are each feeling. They show that they feel safe, as they confidently discuss and share opinions on activities that they would like to take part in. Children demonstrate attentive focus as they lead their own play. They show sustained engagement in their learning as they invite staff and visitors to join them.

Children understand the high expectations of them, behave exceptionally well and contribute to the respectful culture. For instance, they notice when staff quietly stand up to gain their attention and respond immediately to calm requests to help tidy up. Children treat the environment with care as they learn to become responsible citizens. For example, children grow food in the garden to use in their meals, and visit the recycling centre where they learn about sustainability.

Children benefit from the scrupulously clean, nurturing environment inside and have ample space to run and roam outdoors, promoting their physical development. They play among the trees, listen to the sounds of nature and recall interesting facts about local wildlife. Babies take part in outdoor yoga where they learn to move their bodies and focus on their breathing. Children's overall well-being and holistic care is a key focus and is superbly promoted.

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

- Leaders are passionate about the continual development of the setting. They drive improvement by sharing best practice with other settings. Continual observation of staff's teaching enables leaders to accurately focus professional development programmes. This effectively builds on staff's knowledge and helps to maintain the consistently high quality of teaching throughout the setting. This helps children to make excellent progress across the broad, child-led curriculum.
- Staff know children particularly well and intuitively understand their needs. Staff revisit prior knowledge frequently to ensure that key concepts are fully embedded into children's learning. Continual dialogue with parents enables staff to tailor activities to children's evolving interests. For instance, staff include gospel songs in daily singing sessions to support children who have shown an emerging talent in this area.
- Staff keenly observe and monitor children's learning and development. They identify emerging issues quickly and put detailed support strategies in place to swiftly narrow or close gaps. Additional funding is spent appropriately to accurately target individual children's specific needs. All children make significant progress from their starting points.

- Staff seamlessly sequence children's developing independence. Children use cutlery, crockery and glass with care at mealtimes. They demonstrate maturity as they patiently wait for their peers to finish washing their hands and sit down for lunch. Children eat healthy food and show a well-developed understanding of the effects of food, drink and exercise on their bodies. Children develop healthy habits, skills for life and are ready for their move on to school.
- Children begin to learn and discuss mathematical concepts in their play. They use their investigative skills and work together to transport logs using wheeled toy vehicles. They discuss and determine which logs are the heaviest and longest and which will fit into each vehicle. Children's early mathematical skills are superbly promoted.
- Staff have a clear focus on extending children's communication and language skills. Babies are mesmerised by staff's entertaining storytelling. Their focus is unwavering throughout stories and songs. Children enjoy interesting discussions with staff as they learn and understand new vocabulary, such as 'traditional' and 'cultural'. Children speak with confidence and fluency, building sound foundations for the next stages of their education.
- Staff teach children about our diverse world. Children communicate online with staff who are travelling the world, learning about different places that they are visiting. They also do further research into other countries, giving children a 'snapshot' into different cultures and celebrations, such as lunar festivals. Children begin to understand how they are unique individuals.
- Strong partnerships with parents are key to the success of the setting. Parents views are actively sought out and acted on. Parents praise staff for the support they offer children and families. They are thrilled by the way staff help children to experience the awe and wonder of the world. Parents feel included and involved in their children's learning at every stage.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a robust understanding of safeguarding policies and procedures. They understand how to identify children who may be at risk of harm and the procedures to follow if they have a concern about a child's welfare. Staff and leaders complete regular safeguarding training on a broad range of local and current issues, such as county lines and cuckooing. Children begin to learn to keep themselves safe as staff gently introduce them to online technology. Recruitment and vetting procedures are robust. Leaders have effective systems in place to ensure the ongoing suitability of all staff. All areas of the setting are thoroughly risk assessed to ensure children's ongoing safety.

Setting details

Unique reference number	2616013
Local authority	Westmorland and Furness
Inspection number	10263403
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	34
Number of children on roll	59
Name of registered person	Parker-McLeod, Mhairi
Registered person unique reference number	RP908101
Telephone number	01931 712196
Date of previous inspection	Not applicable

Information about this early years setting

Little VIPs Daycare registered in 2020 and is situated in Hackthorpe, Cumbria. It is located on the site of Lowther Endowed Primary School. The setting is open all year round, except for bank holidays. Sessions are Monday to Friday, from 8am to 6pm. The setting employs 10 members of childcare staff. Eight of the staff hold appropriate qualifications at level 3. The manager holds an appropriate level 6 qualification. The setting offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- Staff spoke to the inspector at appropriate times during the inspection and took account of their views.
- 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 manager carried out joint observations of group activities with the inspector.
- 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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