

Inspection of Little Ted's Day Nursery

Chewells Lane, Haddenham, Ely, Cambridgeshire CB6 3SS

Inspection date: 24 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

Staff have good relationships with children. Older children seek staff out to read books with them. Younger children sit with staff for comfort when waking up from their sleep. Staff encourage children to be independent. For example, young children find their own coats and shoes while older children carry their own plates for lunch to the table. Children have an awareness of routines and boundaries. This helps them to feel safe and secure in their environment.

Staff ensure that children experience a wide range of vocabulary. Staff sing songs with young children and use props to support stories. Pre-school children receive encouragement from staff to think about words to describe items. For example, when talking about snow, children share that it is 'soft like a fluffy carpet'. This supports children speech and language development.

Staff take children on a variety of trips in the community. They visit the local pond to look for tadpoles, walk around a local field watching the combine harvester and visit a local recreational field. Children have access to their own allotment which enables them to grow fruit and vegetables. Staff are helping children begin to understand about their local environment and the world around them during these trips.

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

- The manager has a good understanding of how children learn and develop. She has developed a curriculum that allows children to learn through sequenced opportunities. For example, children start with small tip-and-fit puzzles, and gain help with 20-piece interlocking puzzles before moving on to completing challenging puzzles alone. Children work towards their next steps in learning that are identified by staff through observation and assessment. This ensures that all children make good progress.
- Children have a range of opportunities to take part in mark-making activities. For example, staff have provided clipboards with paper and pens in the role-play area. Children write lists on the paper and share this information with each other. Children attempt to write their names on a whiteboard. Staff prepare children well for school.
- There is a range of early mathematical activities provided. Children count frogs on lily pads and talk about big and small worms. They use a toy tape measure to look at how long some items are in the room. Staff enable children to gain an early understanding of mathematical language.
- Children are becoming aware of their own personal hygiene needs. However, staff miss further opportunities to teach children even more about managing their hygiene, for example, after nappy changes and nose wiping. This does not

support children to use every opportunity to embed good hygiene practices.

- Parents state that staff are friendly and professional. They feel that their children develop well and value the variety of activities and resources available. Parents state that communication from the nursery is good and information is always shared. They talk about the support provided to enable their children to settle into nursery life. Staff work well in partnership with parents. This ensures that children feel safe and secure in their environment.
- The special educational needs coordinator (SENCo) has a good understanding about how to support a child who may have special educational needs and/or disabilities. She recognises the importance of working in partnership with parents and other professionals. The SENCo understands the importance of early help being in place for families. She is aware of how to make a referral should a family require further support from other agencies. This ensures children receive the correct support to allow them to continue with their development.
- All staff share that they feel well supported by the manager. They recognise the importance of supervision and appraisal meetings. The manager uses these meetings to highlight future training opportunities for staff and to check on their well-being. This allows staff to feel supported and to continue with their own professional development.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of how to safeguard and protect children in their care. They are clear about their role in regard to the 'Prevent' duty and other safeguarding issues. There are clear procedures in place to log and make referrals should staff have concerns. Staff are clear about what they would do should they have a concern about a colleague. There is a robust recruitment process in place. All new staff provide references and must complete a probation period. This helps to ensure they are suitable to work with children.

What does the setting need to do to improve?

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

- provide more opportunities for children to be able to embed personal hygiene routines.

Setting details

Unique reference number	EY362723
Local authority	Cambridgeshire
Inspection number	10280125
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	0 to 4
Total number of places	42
Number of children on roll	45
Name of registered person	Little Ted's Day Nursery Partnership
Registered person unique reference number	RP905957
Telephone number	01353 741 765
Date of previous inspection	20 September 2017

Information about this early years setting

Little Ted's Day Nursery registered in 2007. The nursery employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including the provider who holds an early years qualification at level 4. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.45am until 6pm. The nursery provides funded 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 setting.
- 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to with 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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