

Inspection of Little Pioneers Nursery & Pre-School

Newbiggin Hall Childrens Centre, Newbiggin Lane, NEWCASTLE UPON TYNE NE5 1LZ

Inspection date: 28 April 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff in the nursery are deeply committed to families and the local community. Children are provided with a wide range of opportunities to develop their understanding of the world around them. This includes stimulating off-site experiences, such as community fayres and theatre trips. The curriculum is focused on teaching children to make the world a better place. Children learn how to be sustainable citizens who care for their planet and each other. They proudly explain that they are the 'guardians of the garden', and this means that they take care of the plants. Children are included in community projects, such as making packs for homeless people. This helps to give children an even deeper understanding about their world and how to make a difference.

The nursery environment provides a wide range of exciting and inviting activities for children to explore. For example, children persevere when using large tongs in the play dough, which builds up their fine motor skills. Babies learn about independence and self-care, such as when they explore water trays enhanced with dolls and flannels. Staff's interactions with children are of the highest quality. They are excellent role models and set high expectations regarding children's behaviour. As a result, all children are busy and absorbed in their play and learning.

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

- Children's interests are closely observed by staff, who then skilfully plan a sequence of learning for each child. For example, babies are helped to develop their physical skills and core strength to help them progress from sitting to crawling and walking. Staff demonstrate a clear understanding of age-appropriate activities to support the development of children in each age group.
- The curriculum supports children's love of reading through carefully selected stories, songs and rhymes. Toddlers learn to take part in group singing sessions. They demonstrate excellent listening and concentration as they sit in a circle and take turns to choose from a selection of familiar nursery rhymes. Older children benefit from exploring key vocabulary picked from the 'story of the month'.
- Staff invite visitors into nursery, including professionals on the dental bus, police officers and a range of animals. These experiences present exciting opportunities to develop children's social skills, as well as providing a real-life context to acquire new language and knowledge.
- Children with special educational needs and/or disabilities (SEND) are thoroughly supported. The special educational needs and disabilities coordinator (SENDCo) ensures that children with SEND have effective development plans in place. Staff use strategies, including using visual cue cards, to help children understand the routine and expectations for their behaviour. There is active engagement with outside agencies, including health professionals. This helps children with SEND

to make progress and prepare for the transition when they leave nursery and move on to school.

- Parents are extremely complimentary of the setting and praise the quality of the staff, describing them as going 'above and beyond' to support their children. They state that their children thoroughly enjoy their time in the nursery and have excellent relationships with staff.
- The manager is very organised and has clear systems in place to ensure that all staff are suitable to work in the nursery. Her efficient management of the team ensures that all staff receive continuous professional development and support. The high-quality training provided by the leadership team has a direct impact on children's experiences in the nursery. For example, recent training with a focus on 'stretch and challenge' for children in the pre-school has already resulted in improved interactions and activities in this room.
- Staff use pupil premium funding effectively to support eligible children's next steps in learning. For example, it has been used to fund resources and experiences linked to children's personal, social and emotional development, such as incubating eggs and caring for the chicks once they have hatched.
- Staff's well-being is a high priority, and staff report that they feel extremely well supported, professionally and personally. The happiness of the staff is reflected in their interactions with children, who benefit from their enthusiasm, big happy smiles and eagerness to play and interact.

Safeguarding

The arrangements for safeguarding are effective.

The nursery premises are extremely well maintained and clean and provide a safe place for children to play and learn. Children's safety is ensured through rigorous daily checks and risk assessments. The management team and staff have a very secure understanding of safeguarding and child protection. They are alert to signs and symptoms of abuse and are very confident in their role in reporting and referring any cause for concern. Staff know how to follow whistle-blowing procedures if there are concerns about an adult in the setting. They demonstrate a secure knowledge and understanding in following this process.

Setting details

Unique reference number	EY336990
Local authority	Newcastle upon Tyne
Inspection number	10284388
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	79
Number of children on roll	162
Name of registered person	Places For Children (PFP) Limited
Registered person unique reference number	RP900891
Telephone number	0191 271 3506
Date of previous inspection	19 March 2018

Information about this early years setting

The Co-operative Childcare Newbiggin registered in 2006 and changed its trading name to Little Pioneers Nursery & Pre-School in 2020. It is located in Newcastle upon Tyne. The nursery employs 27 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dani Taylor

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 provider.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- 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.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during lunchtime.
- Parents and family members shared their views of the nursery with the inspector.
- 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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