

Inspection of Little Brook Nursery

1 Blake Street, Accrington BB5 1RE

Inspection date: 4 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at the nursery. They lead their own learning as they play and show that they feel safe as they approach staff to join them. Children choose from the wide variety of activities on offer and staff help them embed and build on what they know and can do across all areas of learning.

Children benefit from daily opportunities to learn and play outside. They practise their physical skills as they ride scooters, bicycles, and climb on a wooden frame. Children learn about their community and the area where they live. For example, they enjoy outings to local supermarkets and parks.

Babies are particularly well supported by calm staff who respond to their needs very well. Sensitive interactions help babies to rapidly build strong bonds with their key persons. Staff's thorough knowledge of babies' individual routines and likes ensures that they make a strong start to their learning.

Overall, children behave well. They show a sound understanding of the routines of the day and staff's expectations of them. For example, children know to hang up their coat on the pegs if they are too warm while playing outside.

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

- Staff plan a broad curriculum that is based around children's interests. They plan activities and source resources to ensure that the most capable children are fully challenged in their learning. Children make good progress across the curriculum.
- There is a strong focus on mathematics across the nursery. Young children have a well-developed understanding of number and shape. For instance, they can identify a rhombus and a cuboid. This helps to give children a solid foundation for their future learning.
- Staff read and sing to children throughout the day. Children laugh as staff read stories in an engaging manner and join in with familiar actions and words. Children are confident and approach visitors to chat about their day. They learn to become articulate and confident in their communications.
- Staff identify emerging gaps in children's learning through regular observation and assessment. They implement strategies to help narrow and close any gaps. Leaders work with outside agencies to ensure that children with special educational needs and/or disabilities are supported well. All children make appropriate progress from their different starting points.
- Leaders and staff work well as a team. They work hard to continually improve staff's practice through focused training which benefits children's learning. However, staff deployment is not always effective in enabling staff to manage the more challenging aspects of children's behaviour. This means that, on

occasion, children are not fully focused on their learning and play.

- Staff support children to develop independence and skills for life. For instance, staff encourage children to manage their own portion sizes at mealtimes and to learn about healthy lifestyle choices. Children learn to manage their own self-care needs and take care of their own belongings. This helps to ensure that children are ready for their move on to school.
- Staff teach children about our diverse world and how they are each unique. Children learn keywords and hear songs in languages spoken in their friends' homes. Staff are learning sign language so that they can teach this to children. Children learn about a range of festivals, including Eid al-Fitr. They also find out about customs such as the coronation of a monarch. Children begin to understand life in modern Britain.
- Leaders and staff work hard to build and maintain relationships with parents. Staff offer a variety of methods of communication to parents to suit their needs. Leaders also offer additional support to families of children who speak English as an additional language. This ensures that all parents have a sound understanding of their children's learning and development and can extend children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a thorough understanding of safeguarding policies and procedures. They understand how to identify children who may be at risk of harm and know how to refer any concerns about the welfare of a child. Leaders and staff complete regular training to ensure that they understand local and topical safeguarding issues, such as radicalisation and county lines. Staff help children learn to keep themselves safe. For example, they teach children about personal space and respecting their own bodies. The nursery is clean and regularly risk assessed, which promotes children's ongoing safety and good health.

What does the setting need to do to improve?

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

- consider how staff are deployed to enable consistent management of the more challenging aspects of children's behaviour.

Setting details

Unique reference number	2629204
Local authority	Lancashire
Inspection number	10281133
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 5
Total number of places	72
Number of children on roll	57
Name of registered person	Lilys Little Gems Childcare Limited
Registered person unique reference number	2526842
Telephone number	01254471161
Date of previous inspection	Not applicable

Information about this early years setting

Little Brook Nursery registered in March 2021 and is located in Accrington. The nursery is open from Monday to Friday all year round, except for one week at Christmas and bank holidays. Sessions are from 7.30am to 6pm. The nursery employs seven members of childcare staff. Of these, four members of staff, including the manager, hold relevant qualifications at level 3. The nursery provides 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 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery's curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The nominated individual spoke with the inspector about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager carried out joint observations of group activities with the inspector.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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