

Inspection of Little Beaver Childcare Limited

St Marys Hall, St. Marys Road, Glossop, Derbyshire SK13 8DN

Inspection date: 23 May 2023

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

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this welcoming nursery. They happily leave their parents at the door and quickly settle with their chosen activity. Children are developing the skills that they need to be independent. For example, during lunchtime, pre-school children volunteer to collect everyone's name-cards. Children set up the tables themselves, getting their own plate, cup and cutlery. They take turns to serve themselves food and drink. Toddlers recognise the change in routine and readily wash their hands before lunch. Staff encourage toddlers to wipe their own nose and put their dirty tissues in the bin. This helps children learn to do things for themselves.

Children embrace outdoor play. They use their muscles as they push themselves along in bubble cars and use wheelbarrows to transport blocks across the playground. Other children develop their coordination skills as they navigate around the play equipment while pushing dolls in pushchairs. Staff supervise toddlers as they safely climb the large climbing apparatus. Toddlers develop their confidence as they take care to climb the steps, cross the bridge and come back down the slide. Pre-school children create their own balance beams from wooden planks and crates. They stretch out their arms as they walk carefully across the plank and jump off the end. Staff praise them for their achievements. This motivates children further as they make stepping stones from wooden blocks so they can jump from one to the other.

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

- The provider has taken a proactive approach in response to the last inspection. The manager has ensured that appropriate changes have been made to the nursery. This includes extra handwashing facilities, improvements to sleep areas and additional security measures. Staff have been supported to gain a robust understanding of safeguarding, including the 'Prevent' duty guidance. This has had a positive impact as children's safety is now assured.
- Staff are good role models and encourage children to share, take turns and use their manners. For example, toddlers watch as staff hold water buckets for children to dip their watering cans into. Toddlers copy this and hold the buckets for their friends as they water plants. When children have minor disputes with others during play, staff intervene and explain they could hurt others. Children receive regular praise for their good behaviour.
- Staff provide opportunities to develop children's small muscles. This helps them to practise the skills that they need for early writing. Babies enjoy using their fingers and brushes to make marks in lotion. Staff introduce language such as 'squeeze' and 'squelch' as babies rub their hands together. Toddlers practise using tweezers to pick up pom-poms. Staff show children how to position their

hands and fingers to enable them to better hold the tweezers. Pre-school children use tools to scoop mud from a bucket. They use their fingers to stir the mud around and proudly show staff the mud meatballs that they have made.

- Overall, staff deployment is effective. Staff engage with children during their play to build on what they want children to learn next and develop their interests further. However, on occasion, the deployment of staff means that children have less support from staff to consistently extend their play and learning.
- Staff provide activities to encourage children's creativity. For example, pre-school children enjoy role play. They listen as staff model how to make an appointment with the doctor and children copy on their toy phones. They giggle as they wrap each other in bandages and stick plasters on dolls. They tell staff why they are ill and what will make them better. Children talk to each other about the care they are giving the dolls. This helps to develop their social skills.
- Staff support children's love of books. Babies cosy up to staff and they look at board books together. They babble to staff as if they are in a back-and-forth conversation while pointing at the pictures. Babies carefully turn the pages and eagerly lift the flaps on the page to see what is hiding underneath. However, occasionally, children's learning is disrupted. For example, pre-school story time is interrupted by noise from other children who are playing. Children stop listening to the story and are distracted by what is going on around them. This disrupts children's learning and their ability to fully listen and engage in the activity.
- Staff ensure that mathematical terms are embedded in children's play. Children learn about colour, shape, position and number. For example, toddlers work with staff to find blue toy dinosaurs, which toddlers eagerly line up in a row. Pre-school children connect tubes to make a marble run. They carefully consider why one leg is shorter than another and persevere trying different tubes to make them the same length. Staff encourage children to use marbles to try out their structures.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to keep children safe. They are aware of the signs and symptoms that may indicate a child is at risk of harm. This includes those who may potentially be at risk from radical views. Staff know the procedure to follow should they need to report a concern about a child or a member of staff. The manager ensures that safer recruitment checks are undertaken to confirm the ongoing suitability of those working with children. Staff help children to learn to be safe. For example, children are taught to hold onto the handrail while taking care to walk down the stairs to access outdoor play. Staff show awareness of sun safety. They ensure that sun cream is applied at intervals for children and that drinking water is readily available.

What does the setting need to do to improve?

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

- deploy staff more effectively at all times throughout the day, in order to provide consistent and purposeful interactions for children that build on their existing skills and knowledge
- organise story time with particular reference to the pre-school room to ensure that children are able to fully engage and do not have their learning disrupted.

Setting details

Unique reference number	EY270736
Local authority	Derbyshire
Inspection number	10271483
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 11
Total number of places	40
Number of children on roll	80
Name of registered person	Little Beaver Childcare Limited
Registered person unique reference number	RP908949
Telephone number	01457 869962
Date of previous inspection	19 December 2022

Information about this early years setting

Little Beaver Childcare Limited was registered in 1989. The nursery employs 14 members of childcare staff. Of whom, 12 hold appropriate early years qualifications. The setting opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children and also provides before- and after-school care for children from local schools.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, the manager and the inspector carried out a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the manager and the deputy manager.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff 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 inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- Parents and grandparents 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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