

# Inspection of Little People Nursery

Boney Hay Primary School, Chorley Road, Burntwood, Staffordshire WS7 2PF

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Inspection date: 6 June 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children receive an outstanding start to their education. This helps them to gain a thorough foundation for their learning and ensures that they are extremely well-prepared for the next stage of their development and for their move to school. They form strong bonds with the team of dedicated staff members, and show they feel happy and relaxed in their care.

The manager and staff have high ambitions for all children. They prioritise children's communication skills and social interactions. Two-year-old children understand that there are times when they need to wait for what they want, such as their turn to choose the song that they will sing. They initiate simple games together. Three-year-old children learn to control the volume of their voices and to express their needs and wishes calmly. Pre-school children, play together harmoniously and recognise when they need to take themselves away from a situation to help them to manage their feelings.

Children flourish as they play, explore and make new discoveries in the highly stimulating learning environment. They thoroughly enjoy the opportunities to be physically active. Pre-school children learn to assess risks and to challenge themselves. This includes balancing, as they transfer their weight and move onto an increasingly higher piece of climbing apparatus, then jump off with a controlled landing. Two-year-old children develop their physical strength, such as strengthening their stomach muscles as they crawl through tunnels and climb.

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

- The manager is an inspirational leader. She is highly reflective and continuously looks for ways to improve their practice to further benefit children.
- The manager leads by example and provides all staff with expert guidance, coaching and training. Staff receive thorough supervision and appraisals, so that they can continue to extend their already excellent knowledge. Staff recently completed extensive training to support children to manage their feelings and behaviour. Staff who are apprentices and new to early years teaching receive outstanding support, that ensures their teaching is also at a very high quality.
- The manager oversees the quality of teaching and children's progress meticulously. This ensures that all children, including those with special educational needs and/disabilities (SEND) make excellent progress from their starting points. The manager and staff thoroughly review the progress that children make. They work closely with parents and, where necessary, with outside agencies to ensure that children receive precisely targeted support. Staff provide children with excellent opportunities to recall their knowledge and practise what they have learned in different situations.

- The manager and staff use their extensive knowledge of child development to create a comprehensive curriculum that accurately reflects the needs of the children. They consider carefully how children at different stages of development can build on their knowledge and skills. Two-year-old children concentrate for extensive periods of time, as they learn how to open and close scissors to chop play dough. Three-year-old children learn to snip materials with scissors, and older children to cut around shapes. Staff understand the complexity of movements required to support children's physical development and add further challenge, such as using scissors to cut string that is dangling above children.
- Staff plan meticulously. They demonstrate a deep understanding of children's learning needs and consistently deliver high-quality interactions that effectively build on what children know. Pre-school children display their secure understanding of mathematical concepts, such as counting. They know that lining up objects and moving them will help them to count them all.
- Staff recognise when to adapt their teaching and routines to meet children's needs. This includes adjusting snack and mealtimes when children show signs of being hungry and tired. Staff support children's health exceptionally well. They work with parents to support children's health, such as to promote good oral hygiene routines.
- Children make excellent progress in their independence. This includes managing their personal care routines and using initiative in their play to solve problems. They find different ways to use equipment, such as rolling a barrel and then propping it up to use as a slide.
- Staff expertly support children to manage their feelings. They provide clear rules and boundaries to help children to understand what is expected. They skilfully teach children to control their actions and modify their behaviour.
- Parent partnership working is excellent. Parents recognise the commitment that staff show for their children and the care they provide for them. Staff provide parents with useful information about their child's progress. They work together to ensure that all children can achieve the very best in their early education. For example, the manager invites parents and carers, including those of children with SEND, to workshops and training opportunities together. This helps them to learn together and find out how to best support children's needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager prioritises the safety of children. She reviews their safeguarding practice and policies frequently to ensure the arrangements are as rigorous as possible and continually updated. The manager and staff are very well trained to spot a child who may be at risk of harm. Staff understand and have due regard to preventing adults and children from being drawn into terrorism and extreme views. They know what to do if they have any concerns about a child. Staff are vigilant about risk assessment and keep the premises safe and secure. They teach children to assess risks for themselves and how to stay safe.

## Setting details

<b>Unique reference number</b>	EY468360
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10286061
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Little People Nursery Limited
<b>Registered person unique reference number</b>	RP908009
<b>Telephone number</b>	01543899565
<b>Date of previous inspection</b>	31 October 2017

## Information about this early years setting

Little People Nursery registered in 2013 and is situated on the premises of Boney Hay Primary School, Burntwood, in Staffordshire. The nursery employs 13 members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6 and seven hold qualifications at level 3. The nursery opens from Monday to Friday, from 7.30am to 5.30pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Anne Dyoss

## Inspection activities

- This was the first routine inspection the childminder 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 viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children interacted with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents and carers during the inspection and took account of their views.
- 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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