

Inspection of Little Men And Misses @ Roman Way, Redditch

Colts Lane, Redditch, Worcestershire B98 0LH

Inspection date: 8 June 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

Babies and children are very happy and settled in this friendly nursery. Parents say how children love attending. Young babies quickly form close bonds with the staff, who are caring and nurturing. Older children welcome the positive interactions of the staff as they all play together. Staff have high expectations for children and are positive role models. Children understand the rules and boundaries, and respond well to the staff's gentle reminders about the expected behaviour. Older children have a clear understanding about right and wrong and articulately explain about this, such as not fighting with pillows or hurting insects.

Children gain good levels of independence. Staff provide babies and children with a good level of challenge, so they gain confidence in their own abilities and develop a can-do attitude. Babies learn to feed themselves and progress onto drinking from unlidded cups. Staff move babies onto using chairs with less support, in readiness for their move to the older room and to support their physical development. Two-year-old children learn to serve their own food and scrape their plates. Older children require little support from staff, as they manage their personal care routines.

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

- Leaders are reflective and accurately identify the strengths and areas of their practice to further develop. They monitor the quality of teaching well and provide staff with effective professional development. New staff and apprentices receive a rigorous induction to ensure they understand their role and responsibilities. Staff who are unqualified explain how leaders have fully supported them to develop their understanding of early years practice. They share how leaders are readily available to answer any questions they have and provide guidance. Staff deployment is effective to meet children's needs.
- Leaders have designed a curriculum that promotes a strong focus on children's communications skills and emotional development. They have identified how they can help children to build on their knowledge and skills from babies through to the pre-school. Overall, staff implement this well. However, they do not plan the outdoor learning environment as well as possible, so this reflects the ambitious curriculum across all seven areas and fully motivates children to play and learn. At times, children's learning becomes slightly repetitive and does not mirror the valuable learning experiences they have when they play indoors. This said, children thoroughly enjoy the opportunities for more risky play, such as stacking tyres and assessing whether it is safe to travel over them.
- An effective key-person system is in place and staff have a thorough knowledge of their key children. Overall, they support children to extend their knowledge and skills. However, staff do not make the best use of their observations of

children's achievements to identify their most important learning needs. This means that teaching is not focused precisely on the key knowledge and skills that the children need to gain to build on what they already know and can do.

- Staff support children's communication and language development well, and children make good progress. Babies listen attentively and respond with actions and sounds to staff when they sing and interact with them. Two-year-old children recall phrases from familiar stories and talk about the 'big bad wolf'. Children who speak English as an additional language progress rapidly and become confident communicators. Older children explain their ideas clearly, such as how they will work together to transport water.
- Leaders have clear policies and procedures in place to promote children's health, and staff implement these well. Children enjoy the nutritious meals and snacks that the nursery provides. They always have access to drinking water. Leaders work with parents to ensure that children's packed lunches are nutritious. Older children learn about their body and the impact of exercise on their heart.
- Parent partnerships work well. Leaders and staff engage parents successfully from the onset. Leaders have developed very effective settling-in arrangements and partnership working to support parents and children in their first six weeks of attending the setting. This continues throughout the time children attend the nursery, for example through opportunities for parents to attend workshops and frequent updates about their child's progress.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff complete effective risk assessment to identify and minimise hazards to children. The premises and facilities are safe and suitable. Leaders have devised effective systems to ensure that staff have the skills and knowledge to take the lead in the event of a fire or serious accident. All staff are well-trained in safeguarding children. They understand a wide range of signs and symptoms that may indicate a child is at risk of harm. An effective mobile-phone policy is in place and followed by all staff. Leaders and staff know how to report any concerns they might have about a child, including managing staff allegations. Leaders complete thorough recruitment checks to verify the suitability of staff.

What does the setting need to do to improve?

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

- support staff with their use of observations of children's achievements to inform their planning and teaching, so they support children's learning needs more precisely
- extend the planning for the outdoor environment so this provides children with ambitious learning experiences across the seven areas of learning.

Setting details

Unique reference number	EY549574
Local authority	Worcestershire
Inspection number	10294446
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	18
Number of children on roll	60
Name of registered person	Little Stars Educational Services Ltd
Registered person unique reference number	RP903095
Telephone number	07853235027
Date of previous inspection	18 October 2018

Information about this early years setting

Little Men And Misses @ Roman Way, Redditch registered in 2017. The nursery employs 12 members of childcare staff. Of these, two staff hold qualified teacher status and seven hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, from 7.30am until 6pm, all year except for two weeks at Christmas. Before- and after-school care is provided for children attending Roman Way First School and some other first and middle schools. 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 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Leaders and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector about their intentions for children's learning.
- Children interacted with the inspector during the inspection.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- 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 carried out joint observations with leaders.
- The inspector spoke to several parents 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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