

Inspection of Little Workshop Day Nursery

Olive House, Kings Square, High Wycombe HP11 1RX

Inspection date: 14 June 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 confident to enter the nursery and are warmly welcomed by staff. Newer children are welcomed by their key person and are offered cuddles before going off to find their friends.

Staff know the children well and use this knowledge to provide engaging and exciting activities. They carefully plan resources and activities specific to the children's needs and interests. Children quickly become engaged in their learning.

Children take part in daily routines in the nursery and enjoy being part of tidying and setting up ready for lunch. Children behave well and the rules of the nursery are consistently reinforced. For example, children tidy away their own toys and show respect for the materials they use. They use good manners when talking to each other.

Children demonstrate positive attitudes to learning. They are supported by staff, who have high expectations of what they can achieve. For example, when learning to write their names, children begin to recognise letters and are successful in writing the letters to form their name.

The members of the leadership team are passionate and dedicated about delivering the best possible outcomes for children. They are hands-on and involved in the day-to-day running of the nursery. This supports the ongoing progress and development of the staff team.

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

- The leadership team has the same ambitions for all children. For children with particular needs, such as special educational needs and/or disabilities (SEND), the curriculum is still ambitious and meets their needs. Staff observe and review children's progress and interests to plan next steps. For example, children experiencing water play for the first time is celebrated and noted to offer further opportunities for them to explore water play.
- Children benefit from meaningful learning across the early years foundation stage (EYFS) curriculum. However, staff do not consistently provide opportunities for children to develop their knowledge and understanding of mathematical concepts, such as counting. For example, children enjoy making play dough with staff and talking about what they are doing. However, there is minimal conversation to encourage them to count, compare and discuss quantities.
- Staff share information with parents about their child's progress in relation to the EYFS. They offer suggestions for how parents can support and extend their

child's learning at home. They share children's achievements each day, particularly when children have experienced or achieved something new.

- Staff have high expectations for children's behaviour and conduct. These expectations are understood and applied consistently and fairly. This is reflected in how children are learning to manage their emotions and work together to resolve minor disagreements. For example, when they want to play in the same area, children recognise this and make space for each other to play together bathing their baby dolls.
- Children demonstrate positive attitudes to learning and have high levels of curiosity and enjoyment. They listen intently and respond positively to adults and each other. Children take pride in their achievements. For example, when learning to write their names, they help each other to find letter tiles of their names and praise each other for their achievements.
- Relationships among children, parents and staff are positive and respectful, which creates a culture where children feel safe and secure. Children know and understand the daily routine and work together with staff and visitors to keep themselves safe. For example, they confidently share with the inspector that they must close the gate and that the doorbell has a camera so that they can see who is there.
- The provider has effective care practices and promotes children's confidence, resilience and independence. Staff teach children about sun safety and support them in applying their own sun cream before going outside to play. Children talk about needing sun hats to keep the sun off their heads and how they will drink water to keep hydrated.
- The key-person system is established. It promotes children's well-being and supports them to form secure attachments with staff. Children are keen to seek out their key person and engage them in their play. Key persons know children and the progress they are making. They identify new experiences or interests and build on these.
- The members of the leadership team act with integrity to ensure that all children, particularly children with SEND, have full access to their entitlement to early education. They work closely with the local authority to support children having access to early years provision.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team and staff demonstrate a secure knowledge and understanding of all aspects of safeguarding. Staff know the signs and indicators of abuse. They can demonstrate their understanding of the nursery's safeguarding policy and know how to report any concerns. Staff understand their roles in safeguarding children and how to report concerns if an allegation is made against a colleague.

Recruitment processes are thorough and ongoing suitability checks are carried out periodically throughout the year as part of staff supervision. Risk assessments are effective in ensuring that resources and the environment are safe and fit for purpose.

What does the setting need to do to improve?

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

- provide more opportunities to develop children's learning and understanding of mathematical concepts, such as counting and number, during their play and daily routines.

Setting details

Unique reference number	2688730
Local authority	Buckinghamshire
Inspection number	10291784
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	34
Name of registered person	Little Workshop Day Nursery Ltd
Registered person unique reference number	2688729
Telephone number	07756545967
Date of previous inspection	Not applicable

Information about this early years setting

Little Workshop Day Nursery registered in 2022. It operates from a converted office building in High Wycombe. The nursery employs four members of staff, all of whom hold relevant childcare qualifications at level 2 or above. The nursery is open from Monday to Friday, term time only. Sessions are from 9am to 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Robinson

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 inspector viewed the nursery and discussed the safety and suitability of the premises.
- 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 special educational needs coordinator 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 spoke to several parents during the inspection and took account of their views.

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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