

# Report for childcare on domestic premises

---

Inspection date: 20 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 Outstanding

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

### The provision is good

Staff create a warm and nurturing environment that helps children feel confident and happy. On arrival, they quickly immerse themselves in their favourite play activities with their friends. Even the newest children settle quickly and show that they feel safe and secure. They establish strong and positive relationships with staff, who are supportive and caring.

Staff plan a broad and balanced curriculum based on children's interests and developmental stages. For example, older children use a range of tools to free animals hidden in ice, during a science activity. They excitedly discuss the changes they observe as the ice melts to water. Younger children develop their core strength and agility outdoors as staff encourage them to run, balance and pull themselves up on climbing frames. Babies happily play and explore as they crawl up and down a soft-play area on the outside terrace. They develop their core muscles as they excitedly pull themselves up to investigate a sensory tray activity. All children are making good progress in their learning and development from their starting points.

Children behave well. They receive an abundance of encouragement and praise from staff. This helps children feel a sense of pride in their achievements and boosts their self-esteem and confidence. For example, at the end of a singing activity, babies clap, babble and giggle as they look at the staff with big smiles on their faces.

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

- The committed and dedicated staff team has high expectations of all children. Staff plan activities around themes, taking into account the needs and interests of the children. Overall, the quality of teaching is well planned and sequenced. However, at times, younger children lose interest during adult-led group activities. Staff do not always plan as effectively for the younger children, to ensure that all children are able to engage in the learning opportunities.
- Literacy is a priority for this nursery. Children develop a love of songs, books and stories. They independently select books to enjoy, both alone and with staff. Babies engage in stories as they lift flaps to reveal what is hidden underneath and enjoy pressing interactive buttons to create animal noises. Older children recall and re-enact stories with great enthusiasm as they sit together in a group. Staff read animatedly and encourage children to describe the different parts of the story.
- Children's mathematical development is supported well through a wide range of activities. For example, children use words such as 'heavier', 'bigger' and 'more' and learn to recognise numbers and count objects. Staff challenge children to

identify and understand the concepts of size and quantity.

- Overall, staff promote children's communication and language skills effectively. Older children learn about healthy foods and accurately use new vocabulary, such as 'carbohydrate' and 'calcium' when describing different foods. Staff continually engage in conversations with all children. However, occasionally, they do not model words accurately for babies and children to hear and say. This does not support all children to fully extend their developing speech and language skills.
- Children are provided with a wide range of opportunities to learn about the wider world. For example, children know about their community because staff build strong links with the local schools and organise visits to places of interest, such as the library and nearby parks. They also take part in wider celebrations and events that are inspired by their own family cultures and traditions. These experiences help children to understand similarities and differences between themselves and others.
- Parents talk highly of the nursery and the 'kind, caring and approachable staff'. They value the support and regular communication they receive from staff. Parents comment on the nursery having a family feel. They say their children are happy, love coming to nursery and make good progress in their learning and development.
- Leaders have a good understanding of what the setting does well and what it needs to improve. Staff benefit from regular staff meetings and feel supported in their professional development. They complete a broad range of training, which is highly relevant to the needs of the children attending.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of the signs and symptoms that may indicate a child is at risk from harm. They know how to report concerns, including allegations about a member of staff, to the designated safeguarding lead and to local safeguarding partners, if required. The management team has a robust recruitment process in place that follows safer recruitment practice to ensure staff suitability. Staff risk assess daily to ensure that the environment remains safe and secure.

## What does the setting need to do to improve?

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

- review and improve the planning of group activities, to ensure that all children fully benefit from the intended learning
- strengthen the strategies used by staff to fully promote children's communication and language skills during their play and learning.

## Setting details

<b>Unique reference number</b>	EY412496
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10295430
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Registered person unique reference number</b>	RP510977
<b>Date of previous inspection</b>	5 December 2017

## Information about this early years setting

Littluns Day Care registered in 2010. It is situated in a residential road in Camberley, Surrey. It operates on Monday to Thursday, from 8am to 6pm, throughout the year. The nursery employs eight staff, four of whom hold an appropriate childcare qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Allen

## 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 leaders and has taken that into account in her evaluation of the provider.
- The provider and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took their views into account.
- The inspector and the provider observed interactions between adults and children. They discussed the learning that took place.
- The provider and her staff explained their role in safeguarding children to the inspector.
- The inspector viewed a range of documents relating to safeguarding, suitability of staff and record keeping.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023