

Inspection of Little Sprouts Day Nursery Ltd

Penry Avenue, Cadishead, MANCHESTER M44 5ZE

Inspection date: 4 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders aspire to provide good-quality care and education. However, they have faced a number of challenges as a result of the COVID-19 pandemic. Issues with recruitment, and leaders needing to be based in the nursery rooms, have meant a lack of management oversight. The manager is in the process of trying to implement a curriculum that prepares children for the next stages of learning. However, the curriculum intent is broad and not precisely focused. Some staff are unsure of what leaders intend children to learn or how to consistently implement this. As a result, the quality of education is variable. This does not help children to make good progress across all aspects of their development, particularly in their communication and language.

Nonetheless, the curriculum for personal, social and emotional development and physical development is stronger. Older children choose from toys and resources to aid their own play. They willingly share gardening equipment with their friends during planting activities. Children are confident and independent. Older children recognise and are starting to write their name, using skill and dexterity to accurately form letters. Young children skilfully climb up and over soft-play apparatus. They develop their hand-to-eye coordination as they fill and empty containers during water play.

Children enter happily. They jump out of their parents' arms and are eager to start their nursery day. Children say hello to the friendly staff and the much-loved pet rabbit on arrival. Any minor anxieties are swiftly left at the door. Children bound in and greet their friends. It is evident from the lively interactions and children's smiling faces that positive relationships are developing.

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

- Leaders are in the process of devising a new curriculum. However, the curriculum does not have a clear intent. This means it is unclear what skills and knowledge children are expected to learn. Overall, children do enjoy activities and experiences that enthuse and motivate them. However, at times, there are limited opportunities for children to develop new knowledge or to build on the knowledge they have already acquired. This means that although some progress is made, children do not make the progress that they are capable of.
- Self-evaluation is accurate and leaders are aware of the areas that need to be improved. Leaders report that they have been affected significantly by recruitment challenges. This has meant that some managerial tasks have not been fulfilled. These include, monitoring the quality of education and providing meaningful support for staff to help to develop their practice. Consequently, staff do not always support children to build on what they know and can do.

- Leaders act with integrity to ensure that children in receipt of additional funding receive the funding they rightly deserve. Staff contribute their ideas about how additional funding is used to benefit children. However, leaders do not currently assess the impact that the funding has on individual children's progress. Leaders are unaware if funding is making a positive difference and contributing towards positive outcomes for children.
- Staff working with younger children and those who speak English as an additional language do not always help to further their communication. For example, in the baby room, verbal interactions are limited and when words are spoken, they are often incorrect. Words used include 'handies', 'bum-bum' and 'birdies'. This does not help the youngest children to develop good speaking skills. In contrast, older children develop good communication and language skills. They respond well to questions and ask their own. They draw on past experiences, such as a recent holiday or discuss their favourite foods during meaningful conversations.
- During the inspection, staff failed to ensure that children were within sight and/or hearing at all times. The provider dealt with this breach in requirements swiftly and no harm came to children. However, leaders recognised the minor lapse in staff supervision.
- Parents are very complimentary about the nursery. They praise the staff team and value the regular updates about their children's time at the nursery. Parents are told about current events and staff advise them of activities to do at home. Photographs and observations are shared with parents. However, although mandatory assessment is shared, staff do not routinely involve parents in these assessments to provide more consistency in supporting children's learning.
- Children are secure in the care of staff who know them well. Staff have high expectations for behaviour and promote golden rules. Staff acknowledge children's achievements and offer praise and encouragement. Overall, behaviour is good. Yoga activities and a calm and cosy space help children to take some quiet time should they require this. Staff tune into children's individual needs. Tired children are soothed to sleep as soft music or white noise is played. This helps them to rest and relax.
- The programme for professional development is not precise enough to give individual staff the help they need. Leaders recognise the need to further support staff to ensure that the curriculum intent is known and consistently implemented. Nonetheless, staff do benefit from mandatory training and can access additional training should they choose to. Leaders have worked hard to build a consistent staff team. Staff feel valued and speak highly of leaders, who reward them with a day out or a pamper kit to show their appreciation.
- Staff support children with special educational needs and/or disabilities well. The special educational needs coordinator is on hand to guide staff and help children. Together they work with parents and external professionals to ensure that support is provided in a timely manner. Leaders and staff understand the importance of making swift referrals, should they identify any gaps in development. Children who need a little more help receive carefully targeted support. This helps them to make some progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained well in child protection procedures and know how to recognise a cause for concern. They know the action to take to protect children's welfare. Staff know the steps to take if they are concerned about the conduct of a colleague. Safe recruitment checks are completed by leaders. This helps to ensure that staff working with children are suitable to do so. Staff care for children in secure environment. The required staff-to-child ratios are maintained. Strict exclusion guidelines are followed to prevent any cross-infection. Policies and procedures are implemented to ensure that staff keep children safe during hot weather.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement a curriculum that is ambitious and well sequenced, and has a clear intent for what children will learn	31/07/2023
improve staff professional development so they are all aware of and are able to implement a focused and challenging curriculum, that builds on what individual children know and can do	31/07/2023
ensure children are within sight and/or hearing at all times.	31/07/2023

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

- help staff working with younger children to support their communication and language more consistently
- evaluate the impact of any additional funding on individual children's learning, development and progress
- extend opportunities for parents to contribute towards the progress check for children aged between two and three years.

Setting details

Unique reference number	EY544537
Local authority	Salford
Inspection number	10301932
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 9
Total number of places	58
Number of children on roll	105
Name of registered person	Little Sprouts Day Nursery Limited
Registered person unique reference number	RP544536
Telephone number	01616618064
Date of previous inspection	24 June 2019

Information about this early years setting

Little Sprouts Day Nursery Ltd registered in 2017 and is located in Cadishead, Manchester. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, five hold early years qualifications at level 3, and three hold early years qualifications at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk with the nursery manager. The intent of the curriculum was discussed.
- Regular meetings were held with leaders.
- The inspector evaluated an activity with the nursery manager.
- Relevant documentation was checked and discussed, including policies and procedures. The inspector reviewed the setting's self-evaluation and checked evidence of staff suitability.
- The views of parents were obtained.
- Children and staff were spoken to throughout the inspection.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023