

Inspection of Little Robins Nursery

3 St. Margarets Gardens, MELKSHAM, Wiltshire SN12 7BT

Inspection date: 18 July 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

Children eagerly arrive at this welcoming nursery. They form good bonds with staff and develop positive social skills. Babies demonstrate that they feel safe and secure, exploring resources and snuggling up to staff to share books and when they feel tired. Toddlers show care and consideration as they carefully tuck in baby dolls with blankets and serve 'meals' to their peers from the toy kitchen. Older children enjoy playing board games together; they confidently tell adults how to play and what they need to do to win.

The manager has a clear vision of the curriculum and high expectations of staff and children. She knows what she wants children to learn as they move through the nursery and on to school. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.

Children develop very good listening and attention skills and learn to concentrate for long periods. Pre-school children thoroughly enjoy a story about the 'colour monster', developing their understanding of emotions. Staff support them extremely successfully to recall previous learning. Children know that 'authors' write stories and 'illustrators' draw pictures. Children wait their turn to talk about the feelings of the colour monsters. Staff extend children's learning about emotions further, such as encouraging them to look at their own faces in a mirror and mould dough to match their facial expressions.

Parents speak positively about the manager and staff and would recommend the nursery to their friends. They feel well informed about children's progress. Parents appreciate the information staff share with them, through meetings and reports, about their children on collection.

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

- The manager and her deputy are committed to providing a high-quality provision. They constantly observe and reflect on practice and proactively make changes to address identified areas for improvement. For example, they have recently updated their risk assessments and procedures to enhance information sharing with parents about babies' care routines. The manager uses additional funding well to benefit children. They have plans to develop the outdoor area further to enhance children's learning and development.
- The manager implements peer observations, staff appraisals and staff meetings to discuss staff's professional development and their emotional well-being. She provides staff with ongoing coaching, training and support. Staff say that they feel well supported in their roles and enjoy working at the nursery.
- Staff get to know children well. They use their observations and assessments

alongside children's interests to implement a stimulating curriculum that motivates children to take part and learn. Staff are quick to identify any delays in development and work effectively with parents and other professionals to close gaps.

- Overall, children's behaviour throughout the nursery is good, and they play cooperatively together, such as completing floor puzzles and engaging in role-play activities. However, at times, staff do not give children clear explanations. For example, when toddlers throw sand in the air, staff tell them not to throw sand and to keep it in the tray. However, they do not explain that this is because it might go in their own or others' eyes.
- Children gain excellent self-care and independence skills in readiness for their next stage in education. For instance, they learn to manage their own personal hygiene and toileting, make decisions about their play, help to tidy away resources, serve themselves food and use cutlery competently.
- Staff provide children with a language-rich environment to support their communication and language skills. Staff challenge older children's thinking, such as encouraging them to finish off sentences in stories and rhymes or ask them what may happen next. Staff introduce new words to extend the vocabulary of toddlers, such as 'narwhal' and 'seahorse'. Staff are quick to respond to younger babies' babble to support conversation skills. Occasionally, however, staff do not make full use of opportunities to further extend the language skills of the oldest babies as well as possible. Nevertheless, babies and toddlers thoroughly enjoy regular nursery rhymes and songs, and they eagerly join in with the actions.
- Children enjoy being active. Staff provide them with a wealth of opportunities to practise their physical skills, indoors and outdoors. Babies move confidently over and around equipment, pulling themselves up to standing to explore sand in a tray. Children run, crawl, balance and jump over obstacles and enthusiastically bang wooden spatulas on the metallic 'sound wall'. Children develop muscles in their fingers in preparation for writing. Babies learn to use glue spreaders for their craftwork. Toddlers knead bread dough and notice changes in size as the dough rests. Older children use small building blocks to construct intricate models and competently use hammers to knock pins into cork boards.
- Staff weave mathematics into activities and routines throughout the day. Older children talk about shapes and sizes, confidently count, recognise numerals up to 10, and learn to make simple calculations.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads have recently updated their safeguarding training to reinforce their knowledge and understanding of child protection issues to support children's welfare. They support staff's knowledge and understanding of child protection, such as through ongoing training, discussions about scenarios and quizzes. As a result, staff are confident about the signs and symptoms of possible abuse and know the correct procedures to follow should they have any worries

about a child or the conduct of an adult. The manager uses robust recruitment and vetting procedures to ensure that staff are suitable to work with children. New staff receive an appropriate induction to aid their understanding of their role and responsibilities. Staff supervise children well to help keep them safe.

What does the setting need to do to improve?

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

- build on staff's skills and confidence to improve the quality of teaching to a consistently high level to enhance the language development of older babies even further
- give children clear explanations about the consequences of their actions to reinforce their understanding of the behaviour expectations.

Setting details

Unique reference number	EY497354
Local authority	Wiltshire
Inspection number	10302282
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 4
Total number of places	37
Number of children on roll	69
Name of registered person	MC and SH Cawley Limited
Registered person unique reference number	RP901386
Telephone number	01380850121
Date of previous inspection	13 April 2018

Information about this early years setting

Little Robins Nursery registered in 2016. It is located in Melksham, Wiltshire. It is open all year round, from 8am to 5.30pm, except for one week at Christmas and bank holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 14 members of staff who work with the children, including the manager, who has an early years degree and early years professional status. One other staff member holds an early years degree, 10 staff hold relevant early years qualifications at level 3 and one at level 2. The nursery also employs two regular bank staff and a cook.

Information about this inspection

Inspector
Karen 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 the provider and has taken that into account in their evaluation of the provider.
- 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.
- The inspector spoke to children, to find out about their time at the nursery.
- Parents shared their views of the nursery with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group activity.
- 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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