

Inspection of Little Legends Nursery

Greg House, Greg Street, Reddish, Cheshire SK5 7BS

Inspection date: 24 July 2023

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| 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 beam with smiles as they play and learn. Staff invest time into their caring interactions. As such, children form secure bonds with the staff who care for them. Children feel safe and secure because the consistent nursery routines support them to know when it is time to play, eat and rest. Children of all ages benefit from a well-planned environment. The toys and resources in each area are chosen by staff to promote children's learning in readiness for their future. Children are confident. They are eager to join in with staff to discover the learning opportunities on offer, such as exploring the properties of sand. They talk about what they are doing and express their ideas.

Children behave well and follow the nursery's golden rules carefully. They listen attentively when asked by staff to use their 'walking feet' or 'kind hands'. They show respect for one another as they wait their turn to climb the stairs, holding on to the rail to keep themselves safe. Staff praise children's efforts regularly and help them to make good choices, which reinforces their positive behaviour. Children feel pride in their positive attitudes. Personal development is promoted by staff. Children learn to manage age-appropriate tasks. For example, toddlers master how to clean their faces after meals by using a mirror to see where they need to wipe. Older children put their own coats on before playing outside. This helps children to develop independence skills to support their growing confidence and self-esteem.

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

- Managers have a clear vision for the ambitious and varied curriculum they have put in place. They support staff well to understand what it is they want children to learn during their time at the nursery. Staff assess children's progress and plan individual targets for each child to help them gain further knowledge and skills. As such, all children, including those with special educational needs and/or disabilities (SEND), make good progress from their varied starting points.
- Staff provide children with a language-rich experience. For example, a 'book of the month' is celebrated. Children are highly motivated to join in with staff's storytelling. They hurry over to sit and listen to the story of 'The Three Little Pigs'. They keenly join in with repeated words, such as 'I will huff, and I will puff!', as they explore the twigs and bricks. This hands-on approach to reading books helps all children to link words to meaning. Children also use language they have learned from their favourite stories as they chat to their friends.
- Children develop their physical skills with ease. Staff promote full-body movements because they understand how important it is for all other learning. For example, babies learn to focus on and grasp toys. Toddlers are encouraged to jump across stepping stones by themselves. Older children make marks on paper and begin to write letters, saying, 'I have drawn a H for Harry, my dad'.

This means that children practise the motor movements necessary for controlling their bodies.

- Healthy lifestyles are woven into the routines of the nursery. Children are provided with food that is carefully planned to ensure it is balanced and nutritious. They enjoy picking apples from the garden and making apple pie. Staff teach children to manage their own personal hygiene, such as using a potty or toilet when they are ready. Children know to wash their hands afterwards. This helps to keep them well and healthy.
- The support for children with SEND is good. If children present with any delay in their development staff respond promptly. If it is required, external support is sought to ensure that children access the services they require. Staff use techniques to support the inclusion of all children. For example, they use visual timetables and 'now and next' boards to help children understand the daily routine. Staff also work collaboratively with parents. This helps to ensure that children develop and learn, both within the nursery and at home.
- The manager supports the professional development and well-being of all staff. For example, staff have recently developed their skills in storytelling and promoting children's language. However, the manager does not always monitor the quality of education precisely enough to ensure it supports children's learning consistently. For example, some staff do not know how to guide children's learning to the next stage. As such, children do not always learn at the rate at which they are capable.

Safeguarding

The arrangements for safeguarding are effective.

Managers review their safeguarding arrangements often and make improvements to procedures to help keep children safe when they are moving around the nursery. For example, staff now conduct a head count as children come inside after playing outdoors. Managers help staff to understand the signs and symptoms that may indicate a child is at risk of harm. Managers also share relevant information with staff during meetings. This helps to keep their knowledge of child protection up to date. Staff know who to contact should they have concerns about a child's welfare or the behaviour of a colleague. Outings are planned carefully, which helps to keep children safe as they venture on trips in the local area.

What does the setting need to do to improve?

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

- improve further the professional development of staff to support children's swift and effective learning.

Setting details

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| Unique reference number | EY458786 |
| Local authority | Stockport |
| Inspection number | 10303664 |
| 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 4 |
| Total number of places | 42 |
| Number of children on roll | 69 |
| Name of registered person | Little Legends Daycare LLP |
| Registered person unique reference number | RP532347 |
| Telephone number | 0161 222 6188 |
| Date of previous inspection | 13 March 2019 |

Information about this early years setting

Little Legends registered in 2013. The nursery employs 14 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6. Five staff members hold level 3 qualifications, and four staff hold level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lois Hulley

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated 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 a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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