

# Inspection of Little Pioneers Nursery and Pre School Cheltenham Park

Unit 4 Corinthian Park, Corinthian Way, Cheltenham, Gloucestershire GL51 6UP

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Inspection date: 4 August 2023

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### **The provision is good**

Warm and passionate staff welcome the children into this nurturing nursery. Children enter happy and ready for the day ahead. They form strong connections with their key persons, which enables them to feel safe and secure. Staff build children's confidence through continuous praise and encouragement.

Staff have clear intentions for children's learning. They focus on developing children's language and communication skills. For example, in the toddler room, staff enthusiastically read a favourite story about a hungry caterpillar. They model counting and get the children to talk about what the caterpillar eats. Children recall the names of the different foods, the colours, and how many they can see. They remember new words, such as 'cocoon', and make links to their own experiences, such as 'getting a tummy ache'. The children anticipate what might happen next in the story. They exclaim in delight when the butterfly appears. This develops a love of literacy and enhances children's imaginations.

The children show respect for each other and develop good social skills. Staff encourage the children to use their manners and ask for their consent when providing care routines. They sensitively assist the children with conflicts and help them to find a solution. The children collect items to donate to the local food bank. They have discussions about kindness and caring for others, which promotes and reinforces positive behaviour.

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

- The manager and her team have created a well-sequenced curriculum, which builds on the skills needed for later life. Staff plan activities based on the children's interests and the next stages of learning. They interact well with the children, extending their knowledge and understanding. This means that all children make good progress from their starting points.
- Children make choices about what they want to learn, and they play for long periods without interruption. Staff structure activities for the children to explore at their own pace. However, at times, staff do not organise changes in the daily routine as well as possible to reflect children's varying needs. For example, in the toddler room, staff encourage children to take part in a yoga session before nap time. However, not all children are able to participate, as some are still eating lunch, and others need their nappies changing.
- The children strengthen the muscles in their bodies by participating in physical play. Toddlers and pre-school children race around on bikes. They challenge themselves as they climb over play equipment and balance on logs. Babies explore how their bodies can move. They pull themselves up on play equipment and giggle as they jump around in the soft-play area. Staff praise children's

efforts, which encourages them to keep trying and builds their confidence.

- Parent partnerships are extremely strong. The manager has set up a parent committee to ensure that parents' voices are heard. She sends out regular questionnaires to identify any areas for improvement. Parents attend regular meetings with their children's key person to discuss their child's progress. They have access to a lending library and activity bags to support learning at home. Parents receive a wide range of support and guidance from staff, which helps them to support their children with, for example, oral health, potty training, and early reading.
- Staff teach children about the importance of caring for the world around them. Children learn about the importance of recycling and the effects of pollution on the planet. However, although staff support children to manage some daily tasks for themselves, such as clearing up after mealtimes, they are not always consistent in their approach. For example, they do not always encourage children to put away toys and resources after playing with them on the floor in order to avoid them getting broken or posing a risk to others.
- The manager places a high focus on staff well-being. She offers them a wide range of support and feedback to support their professional development. Staff demonstrate that they know the children well and have a passion for their role. They reflect on their rooms and share ideas for improvement. The manager collaborates with staff and other professionals to outline clear plans and targets for children with special educational needs and/or disabilities. She uses funding to adapt the environment, provide special resources, and to ensure that staff receive specialist training. This improves outcomes for children and promotes an inclusive culture.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her team have a strong understanding of child protection. They promptly record and report any child welfare concerns. Staff can identify the indicators of abuse, including female genital mutilation and domestic abuse. They understand the procedure for reporting concerns about the conduct of a colleague to the relevant authorities. The manager follows safer recruitment procedures and ensures that staff are suitable to work with children. Staff complete a rigorous induction programme to ensure they fully understand their roles and responsibilities. Children participate in safety checks of the nursery. Staff teach them basic first aid, as well as bike and road safety. This means that children learn how to stay safe in the community.

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

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

- review the organisation of daily routines to allow children sufficient time to process what is happening next and to adapt to any changes
- support children to look after their toys and resources so they learn to value and take responsibility for their environment.

## Setting details

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| <b>Unique reference number</b>                     | 2653060   |
| <b>Local authority</b>                             | Gloucestershire                                     |
| <b>Inspection number</b>                           | 10304552  |
| <b>Type of provision</b>                           | Childcare on non-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>                      | 104   |
| <b>Number of children on roll</b>                  | 104   |
| <b>Name of registered person</b>                   | The Midcounties Co-Operative Limited                |
| <b>Registered person unique reference number</b>   | RP900862  |
| <b>Telephone number</b>                            | 0800 9540669  |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

Little Pioneers Nursery and Pre School Cheltenham Park registered in August 2021. The nursery employs 24 members of childcare staff. Of these, two members of staff hold an appropriate early years qualification at level 6, and 11 staff are qualified at level 3. The nursery opens all year round, from 7am to 6.30pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Louise Phillips  
Anita McKelvey

## 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 manager and has taken that into account in their evaluation of the provision.
- The inspector, the manager and the deputy manager completed a learning walk and discussed the provision and the curriculum.
- The inspectors observed the quality of teaching, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff at appropriate times throughout the inspection and completed two joint observations, one with the manager and another with the deputy manager.
- The inspector held a meeting with the manager and the deputy manager to discuss how they evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection.
- Children spoke to and engaged with the inspectors during 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.

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