

Inspection of Little People of Piccadilly

Piccadilly Road, Burnley, Lancashire BB11 4PP

Inspection date: 8 August 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

The calm and nurturing welcome that children receive as they arrive at this nursery helps them to feel safe and secure. Children confidently say goodbye to their parents and settle quickly. Staff have developed strong bonds with their key children. They provide encouragement as children access the provision. Children of all ages enjoy exploring the environment and relish in opportunities to play alongside the caring staff. For example, babies giggle as they hold hands with staff to sing and dance. Older children snuggle into cosy areas to hear staff read aloud to them. Children are happy and confident.

Children play alongside each other positively. With adult support, they learn to take turns and to share resources. Staff support children to develop positive attitudes to learning. They encourage children to try new experiences and to not give up when things become difficult. Staff have high expectations of children's behaviour. They model respectful interactions and encourage children to use good manners. Staff explain to children how to play safely and give clear reminders about the expectations. This supports children to begin to understand the impact of their behaviour on others.

Children benefit from an ambitious and varied curriculum that provides them with opportunities to explore the world around them. Staff provide 'nature bags' for children to take home to fill with things they have found in the natural environment. Children use utensils to squeeze out the inside of root vegetables, exploring the smell and texture. They recall seeing baby ducks in the nursery. All children make good progress in their learning.

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

- Leaders carefully consider how to use additional funding, such as early years pupil premium. They liaise with staff, parents and other professionals when making these decisions. Leaders ensure that the funding is used effectively to help narrow any gaps in children's development and to enhance their learning experiences. All children receive the support they need and make good progress from their starting points.
- Parents are kept well informed about their children's development. They are given many opportunities to contribute to discussions with staff about their children's progress. This two-way communication between home and nursery promotes continuity of care and supports parents to extend children's learning at home.
- Leaders and staff promote healthy lifestyles. They ensure that children have daily access to fresh air. Staff talk to children about the importance of eating healthy foods. Staff promote children's oral health by supporting parents to

access a dentist for their children. Children demonstrate that they are beginning to understand how to make healthy choices and to look after their bodies.

- Children benefit from a sequential mathematical curriculum that prepares them well for the next stage of their education. Staff model mathematical vocabulary to babies and encourage them to use single words such as 'more' and 'big' in the context of their play. Staff prompt children to think mathematically as they ask them questions such as, 'How many will be left?' Children make good progress in their mathematical skills.
- Staff promote children's speech and language development well. They engage children in meaningful conversations and introduce new vocabulary. Children are exposed to a range of words as staff read books to children throughout the day. Staff provide good support for children who speak English as an additional language. Children are becoming confident communicators and are making good progress in their early literacy skills.
- Staff support children to be able to manage their personal needs. They teach children how to wipe their own noses and how to put on their coats and shoes. Babies access their own water cups independently and are taught how to use cutlery from an early age. Children who are ready to learn how to use the toilet receive support, praise and encouragement from staff. Children become increasingly independent.
- Staff know children well and are clear about what they intend for children to learn. Overall, staff engage children well and use their interactions to build on their knowledge and skills. However, on occasions, when activities do not engage some children, staff do not always identify this or respond by providing these learning opportunities through children's self-chosen play. This means that, at times, not all children benefit from the intended curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff attend regular safeguarding training. Staff know the signs that might lead them to be concerned about a child's welfare and how to report these concerns. Leaders and staff have a secure knowledge of the steps to take should they have any concerns about the conduct of a colleague. Leaders have robust recruitment systems in place to ensure that staff are suitable to work with children. All staff understand and implement the nursery's safeguarding policy in relation to the use of mobile phones.

What does the setting need to do to improve?

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

- support staff to understand how to adapt learning experiences to ensure all children benefit from the intended curriculum.

Setting details

Unique reference number	EY293778
Local authority	Lancashire
Inspection number	10303376
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	1 to 4
Total number of places	71
Number of children on roll	69
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	01282 411950
Date of previous inspection	9 July 2018

Information about this early years setting

Little People of Piccadilly registered in 2007 and is located in Burnley, Lancashire. The nursery operates under the company name of Just Childcare Limited. The nursery employs 18 members of childcare staff, 14 of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.15am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Liz Dayton

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- 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 group activity with the manager.
- Parents shared their views of the setting with the inspector.
- 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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