

# Inspection of Little Toes Day Nursery Bottesford

25 Walford Close, Bottesford, Nottingham NG13 0AN

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Inspection date: 8 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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	Inadequate

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

### The provision is good

Leaders and staff have taken positive action since the last inspection and made the required improvements. Staff interactions are warm and engaging, and children are fully encouraged in all aspects of their play and learning. Staff carefully model how to share and take turns, and children reflect this positive behaviour in their play. For example, when joining a group activity outside, children share the resources so that everyone can participate. Children develop positive self-esteem and give praise and encouragement to each other. The staff know children well and create environments and activities that stimulate children and motivate them to learn. Younger children beam with delight as they sit on the grass with staff, enjoying time together as they talk and play games. Staff respond to the interests of older children by providing them with opportunities to make magic potions with water and food colouring.

Staff encourage children to be confident movers and fully explore their physical skills when playing outside. Children develop good control and coordination as they climb, balance, run and jump. They enjoy making their own obstacle courses and squeal with excitement as staff lift a parachute up and down, encouraging them to run under it. Children develop good spatial awareness as they join in games with their friends.

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

- Leaders and staff implement the curriculum well. The staff clearly understand each child's starting point and what skills they need to develop next. They skilfully structure learning experiences that build on children's love of and fascination with nature and the world around them. For example, staff take children on walks to collect a variety of flowers and plants. Children hammer these onto fabric to release the natural colours. They explore shapes and patterns through their own creations.
- Staff encourage children to be confident communicators. They model language clearly to younger children and praise them when they say and repeat words. During mealtimes, staff consistently initiate conversations with children to promote their language development but do not always extend children's vocabulary by introducing them to new words.
- Outdoors staff provide a wealth of exciting opportunities that draw children in and ignite their interest and enthusiasm for learning. For example, children delight in building towers with old tyres, which they use to climb and balance on. Younger children develop their strength and coordination by using wheeled toys and digging in the soil. They enthusiastically hunt for worms and are fascinated when they discover a family of woodlice living under a toy.
- Parents speak highly of the nursery and staff. They comment that they receive

regular information about their child's day and are provided with lots of ideas of how they can support their child's learning at home. At times, staff do not share clear information with parents to help them fully understand the progress their child is making.

- Managers and staff continually reflect on practice and the learning environments. They organise rooms so activities are easily accessible and create a homely feel. Staff incorporate resources that are familiar to children at home. For example, the role play area provides children with meaningful opportunities to engage in play that builds on their family experiences. This helps children to feel secure and settled while at nursery.
- Staff provide a variety of opportunities to build on and develop older children's expressive language skills. For example, children enjoy interactive storytelling times, which support them to recall familiar tales. Children confidently use props to re-enact the story of 'The Three Little Pigs'. They spontaneously join in with repeated phrases and use different voices for the characters. Children learn through oral storytelling how to sequence the main events.
- Staff interact well with children and immerse themselves in children's play. They respond to children's ideas to help them to extend their learning and skills. For example, when children want to pour homemade potions into bottles, staff provide jugs to support this. Children are encouraged to do things for themselves and persevere when they find things difficult. Children use appropriate language to describe their actions and recognise when their bottle is full.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their roles and responsibilities to safeguard children. They have a good awareness of the signs and symptoms of possible abuse and are confident in how to report their concerns. The manager ensures that staff keep their knowledge up to date with regular staff meetings and online training. This helps to strengthen their understanding of safeguarding concerns, such as the 'Prevent' duty, county lines and how to keep children safe online. Daily risk assessments and close supervision help to keep children safe. The suitability of staff is determined through thorough recruitment processes. The ongoing suitability of staff is regularly reviewed.

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

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

- continue to support staff to develop their skills to extend younger children's language and vocabulary
- continue to build on relationships with parents so that parents understand and

are clear about their child's progress and development.

## Setting details

<b>Unique reference number</b>	2634005
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10283868
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	39
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Little Toes Day Nursery Ltd
<b>Registered person unique reference number</b>	RP547645
<b>Telephone number</b>	07380960411
<b>Date of previous inspection</b>	9 March 2023

## Information about this early years setting

Little Toes Day Nursery Bottesford registered in 2021 and is located in the village of Bottesford, Leicestershire. The setting opens Monday to Friday, from 7.30am to 6.30pm, all year round. It employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above.

## Information about this inspection

**Inspector**  
Kate Scheel

## Inspection activities

- The inspector discussed any continued 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 to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning.
- The inspector carried out a joint observation with the manager of two group activities.
- The inspector spoke to parents and took account of their views of the nursery.
- Children communicated confidently with the inspector during the inspection.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and discussed how the nursery is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at 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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