

Inspection of Little Boots

Pottery Farm, Whitney, Ilminster TA19 0SJ

Inspection date: 13 September 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

Leaders design a broad and balanced curriculum, especially to support the ethos of outdoor learning. Children have wonderful opportunities to explore nature and lead their own learning in an inviting environment.

Children are keen to learn and thoroughly enjoy their time at the nursery. They receive positive interactions from staff, which, in particular, encourages their communication and language skills successfully. Staff talk to the children often, provide them with explanations for their discoveries and introduce new and specific vocabulary. Children keenly ask questions and talk about their findings, for example as they forage for blackberries. They refer back to the list they have created and know what else to look for to make their smoothie. Babies constantly hear language as staff commentate on their actions and movements. Babies respond well to their names and caring staff continuously respond to their 'babble'. Babies love sharing familiar songs and make decisions on which one to sing. They listen attentively and sway in time to the rhythm. Babies show interest in the resources. They persevere to fit the hand puppet on their fingers, showing great concentration.

Children behave well and are kind to each other. They are helpful, listening well to instructions, for instance to tidy away as part of consistent daily routines. Older children carry the large wooden blocks and planks carefully, stacking them safely in the shed.

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

- Leaders construct an ambitious curriculum, which considers children's interests and builds on what they know and can do. Staff implement the curriculum effectively, understanding what children need to learn next. Leaders constantly evaluate and reflect on the impact to children's learning, identifying how to improve children's experiences. Staff receive coaching and guidance to support their professional development, such as introducing new methodologies. However, leaders do not always support staff to develop their skills to extend children's learning and challenge them more consistently.
- Young children show curiosity when they visit the 'beach' by the lake. They use their binoculars to see the swans. Children show excitement as they tell the inspector they can see 'two swans, splashing'. They demonstrate, flapping their arms, and mimicking the sound the swans make. Staff question children well and model language to support their communication and language skills successfully.
- On occasion, staff do not use all opportunities that arise to help children solve problems independently and to think critically. For example, staff do not

encourage children to find ways to release a stone from the vacuum cleaner hose, before doing it for them.

- Older children enjoy exploring paint. They select tools from a wide range to make marks. Children choose which paint and squeeze it into the tray. Some children use rollers, others brushes, to paint their feet and then other objects, developing good small-muscle skills. When children paint the safety mat and find it difficult to climb, they understand the potential risk of a slippery surface and remove it from the climbing frame. Children begin to understand how to keep themselves safe.
- There are effective transition arrangements between the baby room and the pre-school room to ensure children feel safe, settled and that staff meet their individual needs. Staff work closely with parents to ensure regular reviews of relevant information. Children benefit greatly from forming close bonds with caring key people who know them well.
- Children learn to care for living things. For example, they know not to harm a spider and ask a member of staff to remove it. Children are kind to each other. Knowing their friend is frightened of the spider, children cover it up, so they cannot see it and provide reassurance.
- Staff ensure they meet children's care needs efficiently. There are good hygiene practices, for example, when they regularly change children's nappies. Staff support children well to gain independence in their toileting, such as using potties and washing their hands. Even from a young age, staff encourage children to be independent. Older babies make good attempts to fasten their chair's harness when they sit at the table to eat. Older children find their boots and put them on ready to play outside. Children receive praise and gain high levels of self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

Staff help children to learn safe practices. They encourage children to identify where to tie blue ribbons to remind them where to stop and wait when they are exploring the farm's grounds. Staff implement policies and procedures effectively, such as to keep children safe in the sun and at collection. There are effective recruitment and induction arrangements to ensure staff are suitable for their role and remain so. All staff attend child protection training, and their knowledge and understanding is regularly reviewed. All staff have good knowledge of the possible signs that a child may be at risk of harm. The designated safeguarding lead (DSL) understands her responsibilities to record and report any concerns about a child's well-being.

What does the setting need to do to improve?

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

- develop further opportunities that arise to help children solve problems independently and to think critically
- provide staff with further support and guidance to extend children's learning and challenge them more consistently.

Setting details

Unique reference number	EY472571
Local authority	Somerset
Inspection number	10309243
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 3
Total number of places	25
Number of children on roll	59
Name of registered person	Little Boots Day Nursery Limited
Registered person unique reference number	RP535258
Telephone number	07936555676
Date of previous inspection	8 May 2018

Information about this early years setting

Little Boots registered in 2014. It is located in Whitney, near Ilminster, Somerset. The nursery opens Monday to Friday from 8am until 6pm all year round. The owner/manager holds an early years qualification at level 5. She is supported by eight staff, of whom, six hold early years qualifications at level 3. The nursery receives funding to provide free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachael Williams

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 took the inspector on a learning walk to discuss the early years curriculum and what they want their children to learn.
- The manager joined the inspector on a joint observation.
- The inspector spoke with parents and children during the inspection and considered their views.
- The inspector observed staff interactions with children and spoke to them about their key children.
- The inspector conducted professional discussions with leaders and managers, the DSL and the special educational needs coordinator during the inspection.
- A sample of documentation was discussed and observed.

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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