

Inspection of Little Corkers Day Nursery

Stainforth Childrens Centre, Porter House, Junction Road, Stainforth, DONCASTER,
South Yorkshire DN7 5DH

Inspection date: 22 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

All children thrive in this welcoming environment. Staff go out of their way to support children and their families. The setting is inclusive and provides very good support for children with special educational needs and/or disabilities and children who speak English as an additional language. All children confidently and independently explore their environment freely. They approach staff to have their needs met. Children settle quickly, are extremely happy and feel very secure.

Staff provide a curriculum which considers what children already know, their interests and their personal experiences. Parents, carers, partner agencies and the local community all form part of the curriculum. Children benefit fully from the exciting early education opportunities available to them. Children learn about the world around them. For example, children visit the supermarket and buy snacks, and make pumpkin soup.

Children show positive attitudes to their learning and readily join in with activities. For example, children explore and learn about conkers during an activity. They learn where conkers come from and the different stages they go through when they grow. Children compare the sizes, shapes and colours of conkers, exploring the different textures. Staff support younger children to touch the spikes without hurting themselves. Children patiently wait for their turn to do so. They learn rich new language such as 'spiky', 'rough', 'smooth', 'shiny' and 'hollow'.

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

- Children have lots of exciting opportunities for physical development. They play in a very large outdoor space. Children ride bicycles, play ball games and use large play equipment, such as slides and climbing frames. Staff encourage children to balance and walk on a drainpipe while holding their hands. They encourage children to try and balance independently, offering verbal encouragement when needed.
- Children have fun opportunities to learn about mathematics and volume. They transfer water to jugs using scoops and sand to different-size buckets using spades. Children learn early numbers when counting spots on ladybirds. They stack building blocks, learning about colours and shapes. Children develop critical thinking and problem-solving skills. However, on occasion, staff do not allow time for quieter children to process conversations and questions before moving on.
- Children make good progress in their personal, social and emotional development. Staff set individualised simple goals to embed and develop children's skills. Children take turns during timed adult-led activities. They learn how to play with their friends and share resources. Children develop a great

sense of self-esteem and confidence. They are ready for when they start school.

- Staff are attentive to children's needs. They are appropriately deployed around the setting to play with children. Children explore their environment, take risks, play with peers and problem solve, while they follow their interests. However, on occasion, staff do not always extend and challenge children's learning during child-initiated play.
- Children become increasingly independent. They learn to use cutlery to eat their lunch. Children use knives to spread cheese on crackers. They put their own shoes and coats on to play outside. Staff give verbal instructions to less-able children and encourage perseverance. Children wash their hands and use the toilet independently, with the knowledge that staff are close by for support if needed. They develop a good understanding of their personal hygiene routines.
- Staff help children to develop an understanding of healthy eating. Children enjoy freshly cooked meals with fruit and vegetables. During snack time, children have the choice of different fruits, such as banana and kiwi. Staff encourage children to taste the kiwi. They talk about how it tastes, smells and the consistency. Children recall their favourite foods at the setting and why.
- Staff work very well with parents and partner agencies. They share consistent information with parents through an app, daily informal chats and regular meetings. Staff share information on what children are learning and how parents can continue their child's learning in the home. This includes support and advice on personal hygiene routines and positive parenting. Staff work well with early intervention services. Parents report that communication sharing is excellent.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a key strength of the setting. Staff keep children safe and promote their welfare. There are clear processes in place to keep all children and their information safe. All staff have good knowledge of safeguarding and child protection issues. They can identify the signs and symptoms which may indicate that a child is at risk of harm. All staff know who to contact if they have concerns about a child's safety and welfare. They recognise safeguarding issues, such as grooming and extreme behaviours and views. All staff complete relevant appropriate training. This is reflected on by managers to enhance good practice.

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 allow time for quieter children to process conversations and questions before moving on
- extend children's learning further by providing appropriate challenge during

child-led play.

Setting details

Unique reference number	318120
Local authority	Doncaster
Inspection number	10304881
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	35
Name of registered person	Little Corkers Limited
Registered person unique reference number	RP535265
Telephone number	01302 841632
Date of previous inspection	5 February 2018

Information about this early years setting

Little Corkers Day Nursery registered in 2001 and is located in Doncaster. The nursery employs eight members of childcare staff. Of these, one staff holds a qualification at level 4, four staff hold appropriate early years qualifications at level 3 and two staff at level 2, and there is one support staff. The nursery opens from Monday to Friday for 50 weeks of the year. It closes for two weeks at Christmas and on bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jackie Ward

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the staff and the setting with the inspector.
- Children communicated with the inspector 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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