

Inspection of Little Imps

Messingham Village Hall, Orchard Close, off Wendover Road, Messingham, North
Lincolnshire DN17 3TS

Inspection date: 28 September 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
----------------------------------------------	------

What is it like to attend this early years setting?

The provision is good

Children feel happy and safe in this warm and welcoming environment. They separate confidently from their parents when they arrive and are greeted warmly by staff. Staff develop strong and nurturing relationships with children. They readily give children cuddles and affection. This helps children to settle in well and feel safe and secure.

The manager and staff plan a broad and ambitious curriculum for children. Overall, staff are clear on how to support children's learning and development. They know children well and plan accordingly for their needs and abilities. Staff plan exciting and creative learning activities that are based on children's individual interests. For example, staff take children on autumn walks. They collect conkers to bring back to the setting. Staff use these resources to extend children's knowledge of the change in seasons. This helps children to become successful young learners and make good progress in their learning.

Children behave well. Staff are positive role models and have high expectations for children's behaviour. Children understand the routines of the nursery and what is expected of them. Staff regularly praise children throughout the day, recognising their good behaviour. This helps to build children's self-esteem and confidence.

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

- Children with special educational needs and/or disabilities are very well supported. Staff implement what they have learned from training and outside agencies, such as speech and language therapists, to plan activities. For example, children enjoy taking part in small-group activities to help develop their speech. Parents praise the impact the setting has had on their children's progress.
- The manager works hard to ensure that there are enough staff to meet children's needs. Children enjoy weekly focused circle times in smaller groups to give them targeted support. However, staff are not consistently deployed as effectively as possible. For example, on occasion, during free play, some children go without purposeful interactions from staff. This means that children do not consistently receive support to extend their learning.
- Partnership with parents is strong. Parents comment that staff are welcoming, friendly and caring. They praise the regular feedback they receive verbally and through online communications. Managers and staff invite parents to special events, such as Easter and Christmas celebrations. Parents are grateful for the support and advice they receive from staff to support their children's development at home.
- Children are highly independent from a young age. Staff consider the learning

environments to enable children to make independent choices in their play. Children confidently wipe their noses, wash their hands and pour their own water throughout the day from a large jug. This prepares children well for their eventual move on to school.

- Overall, staff support children's communication and language skills well. They hold conversations with children during their play. For example, during circle time, staff engage in back-and-forth conversations with children about how caterpillars turn into butterflies. However, some staff are not as confident in their interactions with children. For example, they do not use daily activities, such as mealtimes, to engage children in conversations.
- The manager and staff understand how important it is for children to have fresh air and exercise every day. Children have access to a well-equipped outdoor area that offers them an abundance of opportunities. For example, children develop good physical skills as they run with confidence, ride bicycles and manoeuvre around obstacle courses together. Children show high levels of engagement as they enjoy using pans, funnels and jugs to fill and empty water.
- Children enjoy exciting activities that enhance their love of reading. For example, staff provide props for children to re-enact their favourite story of 'Goldilocks and the Three Bears'. Children giggle with delight as they chase Goldilocks through the pretend forest.
- Staff speak positively about the manager and say that they feel valued, supported and content in their roles. There are strong recruitment and induction processes in place. This ensures that staff are suitable and have completed all essential training prior to starting in the setting. Staff receive yearly appraisals, team meetings and ongoing training.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of safeguarding and their individual responsibilities to protect children. The manager and staff attend regular safeguarding training and understand the possible indicators of abuse. They understand the signs and symptoms to look for that may be a cause for concern. Staff know the procedures to follow should they have any concerns about a child or if an allegation is made against a colleague. The manager follows safer recruitment procedures and makes checks to ensure staff's ongoing suitability to work with children. The setting is safe and secure. The manager and staff ensure that the environment is safe for children to play in.

What does the setting need to do to improve?

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

- review staff deployment to help staff make the most of all opportunities to build

on children's learning

- support all staff to use opportunities throughout the daily routines to engage children in meaningful discussions to extend their learning.

Setting details

Unique reference number	205708
Local authority	North Lincolnshire
Inspection number	10305330
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	2 to 4
Total number of places	28
Number of children on roll	55
Name of registered person	Gelder, Deborah Mary
Registered person unique reference number	RP513247
Telephone number	01724 761 316
Date of previous inspection	19 February 2018

Information about this early years setting

Little Imps registered in 1995 and is located in Messingham, North Lincolnshire. The daycare part of the setting employs nine members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3 or above. The daycare opens from Monday to Friday, during term time. Sessions are from 8am until 5.30pm. A breakfast and after-school club operates during term time. The daycare opens during holiday periods, depending on demand. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023