

Inspection of Little Adventures Nursery (Weston-super-Mare)

39 Charlton Road, Weston-super-Mare BS23 4HG

Inspection date: 25 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The curriculum is ambitious. It supports children's interests and next steps in learning successfully. Children relish the opportunity to observe, smell and feel the ingredients used to make their lunch. The chef talks with the children about where the ingredients come from and introduces new vocabulary to support their understanding well. Children talk confidently about what they know about the vegetables.

Young children show curiosity and are motivated to learn. They show interest in the musical instruments and explore how to make different sounds. Staff commentate well on children's actions, helping them to develop their communication and language skills successfully. Children listen and follow instructions well as they identify the different colours. They clap, showing pride in their achievements when praised.

Children love being outside and active in the inviting environment. Older children challenge themselves well on the obstacle course. They climb, balance and jump with confidence. They challenge themselves even further, such as choosing higher reels to jump off. Staff are nearby to reassure and offer support for those who are less confident in their movements.

Children see numbers in their play and learn to recognise them. For example, older children show fascination as they explore the numbered potatoes outside. They move them next to a group of dinosaurs to label as '3' accurately. Children help each other to sequence the potatoes in order, negotiating turn taking well.

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

- All staff are actively involved in creating a well-designed curriculum that helps children to make the progress of which they are capable. Staff understand how to sequence learning. For example, older babies thoroughly enjoy using spoons and scoops to remove pumpkin seeds, helping them to build their skills for early writing. This progresses to older children, who use a range of tools to manipulate the play dough, showing good hand-eye coordination in their movements.
- Staff interact well with children to raise the quality of their experiences. However, on occasion, staff do not use all opportunities to help children think critically as they engage in activities such as building ramps for the dinosaurs. Staff do not always focus precisely on what they want children to learn during planned activities.
- Staff support children's communication and language skills effectively. They provide good opportunities to spark conversations, such as 'the family board',

about which children show interest in the photographs on display. Children love listening to stories and show interest in the illustrations. They respond well to questions and are confident to share their ideas and relate to their own experiences. Staff show respect for children's ideas and sensitively correct language, such as when they mistake the Loch Ness Monster for a dinosaur.

- Children thrive due to the nurturing relationships. Babies and young children receive regular cuddles and reassurance, such as when they have a bump or are feeling unwell. Staff meet children's care needs successfully. They are highly respectful when changing children's wet clothing and when changing nappies, always asking children their permission to remove clothing and explaining what they are doing.
- Clear and well-rehearsed routines throughout the nursery help children to learn the pattern of the day and expectations. Young children know that when the snack arrives, they need to wash their hands. They move to the sink, wiggle their fingers, making it known they need help. Children gain good independence. For example, older children learn to serve their meals, dress themselves for outdoor play and to use knives safely when they prepare fruit.
- Children behave well. They are well mannered, kind and polite to their friends. Staff manage behaviour well and understand which strategies work for individual children. For example, they know that some children need a relaxing space with fairy lights to calm their behaviour. Staff help children to self-regulate, supporting them to recognise how they are feeling and providing them with visuals, sign language and words to express themselves.
- The passionate leadership and management team has a clear vision for the future of the nursery. The team uses self-evaluation effectively to identify areas for future development. It offers effective professional development for staff to extend their skills, valuing their expertise. For example, most staff have attended the recent training on the new planning system and the use of 'goal sheets'. However, this is yet to be fully embedded into practice to see the impact it is having on children's learning experiences.
- Leaders and managers gather parents' views and promptly address any suggestions, such as a change to the menu. There is effective communication with parents. Staff carefully consider how they can support families and children's learning at home. Staff offer home activity bags to continue learning at home. They evaluate the impact these are having on children's learning, adapting and extending them to meet needs, such as to support oral health.

Safeguarding

The arrangements for safeguarding are effective.

Staff use thorough risk assessments to ensure that children are able to play in a safe and secure environment. Staff help children to learn about safe practices by offering clear explanations. For example, children begin to understand why it is not safe to climb on a table. There are effective arrangements to ensure that known and authorised adults collect children. Leaders and managers have good systems in place to enable safer recruitment of appropriately vetted staff. There are robust

arrangements to ensure that staff remain suitable and understand the requirements of their role. Staff have good knowledge of the possible indicators that a child is at risk of harm. The designated safeguarding leads (DLSs) understand their responsibilities to share concerns promptly and work closely with other agencies.

What does the setting need to do to improve?

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

- embed the new curriculum to raise staff's understanding of what they want children to learn to a higher level
- improve staff interactions to extend children's learning even further.

Setting details

Unique reference number	2677614
Local authority	North Somerset
Inspection number	10314337
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	0 to 4
Total number of places	46
Number of children on roll	92
Name of registered person	Ocean Adventurers Ltd
Registered person unique reference number	2598989
Telephone number	01934 624420
Date of previous inspection	Not applicable

Information about this early years setting

The nursery registered in 2022 and operates from premises in Weston-Super-Mare, North Somerset. The nursery is open daily, from 7.30am to 6pm, all year round. The manager holds an early years qualification at level 3. She is supported by 16 members of staff, of whom one holds qualified teacher status, one holds an early years qualification at level 4, 10 hold qualifications at level 3 and two hold qualifications at level 2. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

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 and her deputy took the inspector on a learning walk to discuss the early years curriculum and what they want their children to learn.
- The manager and the quality advisor joined the inspector on a joint observation with a group of pre-school children.
- 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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