

Inspection of Little Learners Day Nursery

Camp Hill Primary School, Hollystitches Road, NUNEATON, Warwickshire CV10 9QA

Inspection date: 7 June 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider has not followed the correct procedure when notifying Ofsted of changes to the nominated individual. Therefore, Ofsted have not been able to check her suitability for the role, which includes safeguarding responsibilities. This compromises the safety and welfare of children because the suitability of adults providing childcare is not assured.

That said, children have good relationships with staff. They seek a comforting cuddle from familiar staff when they are feeling unsure and settle quickly. Children eagerly go and choose where they want to play from a range of activities. Younger babies clap and smile in response when they successfully balance toys to make a tower. Staff provide children with praise at their achievements. Children share their excitement as they dress up as superheroes and pretend to help each other in their imaginary play.

Children share their joy as they work cooperatively together. They concentrate as they fill their buckets with mud and dig in the soil to see what they can find. Children play and enjoy games with staff in the garden, pretending to be sleeping bunnies. They giggle in delight as a child wakes them by roaring like a lion. Children explore a range of activities that help to develop their fine motor skills. For instance, they use different tools to make marks in sand. This helps to develop the muscles in their hands in preparation for early writing skills. Children learn about different things that are special to them. They celebrate different cultural events, such as Eid and Easter.

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

- The provider has not confirmed to Ofsted changes to the nominated individual. Therefore, suitability checks have not been carried out. This fails to safeguard children as an unchecked individual is providing childcare.
- Despite the weakness, the manager, who is also the nominated individual, ensures that all children and their families get the support they need at the earliest opportunity. The manager effectively communicates concerns as they arise and challenges other professionals helping to drive outcomes for children.
- The staff team has reviewed and adapted how they carry out different transitions throughout the day. However, there is still further work to do on this. There are times during these transitions when children wait for longer than necessary, and this means some children becoming disengaged and upset. This results in interruptions with their learning.
- Staff receive regular supervision to discuss their key children and professional development. Staff attend various training courses to support them in their role. However, staff who are highly qualified and experienced do not always role

model best practice with less-experienced staff on dealing with difficult situations. For example, experienced staff have difficult conversations with parents rather than supporting less-experienced staff to gain the skills and confidence to manage these situations for themselves.

- Children are confident communicators, and staff model good language throughout their time at nursery. Children develop their vocabulary during their play. For instance, staff encourage children to talk about the different patterns that they make with dinosaurs in the sand. Children contribute in small groups by sharing the shapes they have made by stomping their dinosaurs in the sand.
- Managers and staff have carefully considered how to deliver the curriculum for all children. Children make progress in their development across the seven areas of learning. This is because managers swiftly put support plans in place to ensure any child who has a delay in their development receives the right support. Staff regularly review assessments and support plans to ensure children are continually building on their learning and making good progress.
- Parents comment positively about the nursery staff. They explain that the support they receive for their children is fantastic, and their children love coming to nursery to play with their friends. Parents contribute to their children's learning through regular discussions with their child's key person. This helps to ensure a well-rounded approach to their learning.
- Staff support children well in preparation for going to school. Staff promote children's independence throughout their time at nursery. They select their own fruit at snack time and carefully cut these into pieces. Children get themselves ready to go out into the garden by putting on their coats and shoes.
- Staff consistently model positive behaviour with children. They clearly explain the expectations of their behaviour. Staff help children to learn about their feelings and how being unkind may affect others. Children contribute to discussions about what makes them feel happy or sad. For example, while reading a story about emotions, children explain that playing with their friends makes them feel happy.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to inform Ofsted of changes to the nominated individual. Although the new provider has made Ofsted aware of her intent to become the nominated individual, she has not followed the correct procedures and therefore Ofsted have not been able to carry out the appropriate checks on her suitability. Despite this, staff understand the reporting procedures if there is a concern about the safety and welfare of children. They understand the importance of reporting concerns about a person in a position of trust to the local authority designated officer. There are effective procedures in place to ensure the environment is risk assessed, and staff deploy themselves well to ensure children remain safe during play.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
ensure any changes to the nominated individual are notified through the correct procedures to enable Ofsted to carry out the appropriate suitability checks.	21/06/2023

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

- refine transition routines to support the needs of all children to help them remain engaged in their learning
- develop staff confidence further to gain the necessary skills and experience to enable them to deal with challenging situations.

Setting details

Unique reference number	EY539730
Local authority	Warwickshire
Inspection number	10292042
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 4
Total number of places	67
Number of children on roll	108
Name of registered person	Little Learners Day Nursery Camp Hill Ltd
Registered person unique reference number	RP539729
Telephone number	02476 993633
Date of previous inspection	1 March 2018

Information about this early years setting

Little Learners Day Nursery registered in 2017 in Nuneaton. The nursery employs 20 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one holds a qualification at level 5, 13 at level 3, one at level 2 and three are unqualified. The nursery opens all year round, except for Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector looked at relevant documentation on the suitability of staff.
- The inspector spoke with the manager about the leadership and management of the setting.

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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