

Inspection of Little Adventures Nursery (Bridgwater)

Victoria Park, Victoria Park Drive, Bridgwater TA6 7AS

Inspection date: 16 January 2024

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

Children and their families are at the centre of the setting's ethos. The manager has a clear strategic vision for the nursery and future improvements. Staff and children are highly involved in the community and help create a close, family-like environment. Children are valued as individuals from the start and are supported by staff to grow into unique members of society. They form close relationships with staff and other children. They show high levels of self-esteem and the ability to have a go during play.

A well-embedded curriculum intent throughout the nursery means all staff work towards common goals for children. Key persons know their children well, both through their own observations and from information gained from parents. They successfully promote children's learning through individual planning, alongside generic next steps for the room. Staff take children's interests into consideration. They regularly praise children's learning and show excitement and joy in children's achievements.

Staff greet children and their parents at the main door when they arrive. Children understand the routines of the day, quickly hanging up their coats before joining their friends to play. Children behave well and understand what good behaviour is. They enjoy completing tasks independently, such as helping serve lunch and handing out cutlery to their peers.

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

- The versatile and adaptable approach to the curriculum means that children with special educational needs and/or disabilities and children who speak English as an additional language receive targeted support that helps them to make the progress that they are capable of. The special educational needs coordinator works closely with parents and other professionals to plan meaningful teaching and care, and create individualised plans to help children to succeed.
- Staff prepare children for early writing skills and gaining control of their bodies. Children balance along blocks, throw and catch balls and play running games in the garden. They develop their fine motor skills through staff role modelling and children observing this and having a go for themselves. Children explore how to pour water, pick up objects with tweezers or spoon mud into a pot in the mud kitchen. Staff give constant encouragement and praise. This means children are able to make good progress in their physical development.
- Staff support children to develop their communication and language skills. They engage children in conversations and provide a narrative while they play. They support children to develop a love for books and reading. Children thoroughly enjoy joining in with storytelling and singing at group times. However, staff do

not always identify when children would benefit from their interaction. As a result, some quieter children do not always get the same level of interaction with staff.

- Staff offer early mathematical concepts, such as counting, when children play with building blocks. Children recall their knowledge of number and quantity in their play. However, at times, there is limited interaction from staff to extend children's mathematical learning in other activities, such as identifying shapes, patterns and size in the environment.
- There is a good focus to ensure children gain the skills they need in preparation for school. Older children learn to do things for themselves, such as taking care of their personal needs. They have a go at putting on their own coats and boots before going outside. Children demonstrate that they understand good hand hygiene routines and follow them independently.
- Management is aware of the strengths and areas for further development of the nursery. They support staff to understand how to improve their practice and provide regular opportunities to listen to staff. They have systems in place daily, where staff can record any concerns they may have. Regular supervisions and check-ins take place and staff feel well supported by management. They feel that they work well as a team and that their well-being is valued.
- Parents speak highly of the setting and form good relationships with staff. Parents feel that they are listened to and included in what their child is learning at nursery. Managers and staff keep parents informed through newsletters, phone consultation and daily updates. Regular meetings take place between parents and staff to share children's progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve staff skills to support quieter children to extend their vocabulary further
- provide children with more targeted support to identify shapes, patterns and size in the environment.

Setting details

Unique reference number	2696181
Local authority	Somerset
Inspection number	10326037
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	91
Number of children on roll	127
Name of registered person	Ocean Adventurers Ltd
Registered person unique reference number	2598989
Telephone number	01278422409
Date of previous inspection	Not applicable

Information about this early years setting

Little Adventurers Nursery (Bridgwater) registered in 2022 and is one of six nurseries run by Ocean Adventurers Ltd. The nursery is open from 7.30am until 6pm, Monday to Friday throughout the year. It receives funding to provide free early education. The setting employs 19 members of staff. Of these, the manager and three other staff hold an appropriate early years qualification at level 5 and nine members of staff hold level 3.

Information about this inspection

Inspector

Marie Swindells

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 inspector completed a learning walk together and discussed the early years curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector interacted with staff and took account of their views.
- A joint observation was completed with the inspector.
- A leadership and management meeting was held with the manager and nominated individual.
- The inspector viewed parent testimonials as part of the inspection process.

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 2024