

Inspection of Little Discoveries : Nunney

Sharon Dobson Building, Catch Road, Nunney, Frome BA11 4NE

Inspection date: 21 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are at the heart of this child-centred setting. Staff consider everything from the child's perspective and keep children informed about daily plans. Staff nurture inclusion through creating a highly welcoming atmosphere. They have a detailed understanding of each child's unique needs and circumstances. This fosters meaningful connections between children and staff, resulting in children's elevated emotional well-being and self-esteem. Children demonstrate exceptional teamwork and cooperation. They exhibit exemplary behaviour, characterised by respect and kindness towards each other. An example is at tidy-up time when children work together to assist each other in covering a sand tray and collecting their friends' water bottles, before lining up to go indoors.

The manager and her staff deliver a meticulously planned and inspiring curriculum. Their continuous reflection, expertise, and dedication, ensures teaching maintains high standards. Staff expertly tailor their interactions, activities, and the environment to align with children's individual interests and next steps. Staff find inventive methods to engage, excite, and motivate children to learn. For instance, children explore colours and shapes by investigating kaleidoscopes and creating art projects using unconventional materials like painted broken lasagna sheets. All children, including those with special educational needs and/or disabilities (SEND), progress effectively through carefully designed and targeted steps, equipping them exceptionally well for future learning.

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

- The manager and staff deliver numerous initiatives that enhance children's learning. For example, children eagerly engage in interactive focused group sessions designed to improve their language and communication. Young children confidently demonstrate the sign language they have learned to accompany their developing speech.
- Staff engage with children sensitively, fostering curiosity and self-expression in children. For example, they sit with children as they explore toy insects with magnifying glasses, sharing their fascination. Children share they are 'making the bugs bigger!' Staff are mindful when to join in with children's experiences. When appropriate, they use thought-provoking questions to challenge and extend children's learning. This nurturing approach from staff encourages children to express new thoughts and ideas confidently.
- The manager and staff highly value partnerships with parents, local schools, and other professionals, for their crucial role in facilitating children's development. Staff collaborate closely with them, especially for children with SEND, enriching learning experiences and seeking support and funding when needed.
- Children have ample opportunities to develop their independence, which they

take immense pride in sharing with new adults. Children sign in through identifying their names and hanging them onto a registration tree. They take responsibility for their own belongings using the provided drawers and pegs. Children serve their own food at lunch time, then scrape their plates before washing their faces using a flannel and mirror. This contributes significantly to children's self-care skills. Staff celebrate children's efforts and achievements with certificates to encourage their motivation and progress.

- The manager prioritises staff training and well-being, recognising it's direct influence on children's experiences. Her relentless commitment to continuous improvement fosters an environment where staff maximise their skills and knowledge. Staff benefit from regular team meetings and setting evaluations. These aid the identification of training needs and areas for enhancement to ensure the highest quality care and education for all children.
- Children are well-prepared to become fluent readers through regularly exploring of fact, fiction and rhyming books, independently and in groups. Staff offer children a choice of books for 'book of the week' that they focus on throughout the week. Children demonstrate the vocabulary they are learning as they consistently use big words in their play. While playing in the sand, they narrate their play, announcing they have 'captured a venomous snake!'
- The manager and staff take every opportunity to enrich children's understanding and experiences. They utilise local community facilities, for instance taking the setting's recycling to the community bins. Staff teach the children the importance about environmental responsibility and road safety.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2660576
Local authority	Somerset
Inspection number	10333007
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	24
Number of children on roll	40
Name of registered person	Little Discoveries Childcare Limited
Registered person unique reference number	RP545415
Telephone number	01373 836353
Date of previous inspection	Not applicable

Information about this early years setting

Little Discoveries Nunney registered in 2021 and is part of the Little Discoveries chain. The setting is located in the village of Nunney, Somerset, on the Nunney First School site. It opens Monday to Friday, from 8.30am until 3.30pm, term time only. The provider receives funding to provide early education for children aged two-, three- and four-years-old. The provider employs seven members of staff. Of these, six hold early years childcare qualifications at level 3.

Information about this inspection

Inspector

Catherine Parker-Johns

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.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning and development.
- The inspector spoke to children and staff at convenient times during the inspection and took account of their views.
- The manager and inspector carried out a joint observation during a group activity and discussed the quality of teaching and the impact this was having on children's learning and development.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff working in 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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