

# Inspection of Little Potters Childcare Services

Little Potters Day Nursery, Littleworth Road, CANNOCK, Staffordshire WS12 1JD

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Inspection date: 3 April 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Happy, smiling staff warmly welcome children into the setting. They prioritise children's emotional well-being and develop strong relationships with them. Children benefit from the warm interactions they share with staff. For example, babies who are tired are gently rocked and soothed. This helps children to feel safe and secure. Leaders have given careful thought to the environment and have successfully developed one which meets the needs of children at different ages and stages of development. Staff engage in child-led play to extend children's learning. For instance, they encourage children to use a paint colour chart to identify the two primary colours they will need to make green. This enabling environment, along with the secure, nurturing relationships, helps children to thrive.

Leaders and staff have worked hard to provide an ambitious curriculum that is based on children's interests. They understand how young children learn, and sequence learning so that it builds over time. Teaching is focused on children's individual next steps for learning to effectively support all children, including those with special educational needs and/or disabilities. As a result, all children make good progress from their starting points.

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

- Staff prioritise the development of children's early communication and language skills. They engage in meaningful interactions to encourage and extend children's learning. For example, staff encourage babies to repeat sounds, such as 'moo' and 'quack', as they play with the farm animals. Staff use stories, songs and rhymes throughout the day. They model and encourage children to use new words linked to their learning, such as 'planets' and 'space'. The use of Makaton and objects of reference further supports children's progress. Therefore, children become increasingly confident communicators.
- Staff successfully support children's physical development and growing independence. Children enjoy the responsibility of carrying out small tasks, such as completing safety checks of the garden with a member of staff. At lunchtime, children make their own choices about what they want to eat as they serve themselves. Staff promote discussions about healthy foods and encourage children to try different foods. Children frequently enjoy spending time in the nursery garden, where they benefit from opportunities to be active and engage in physical play. This supports children's physical development. Children learn to develop healthy habits from a young age.
- In pre-school, staff provide ample opportunities to encourage development of children's early mathematical understanding. They make use of incidental opportunities to extend this further. For example, they make comparisons and have discussions about the length of worms children find in the garden.

However, staff do not consistently model mathematical language or concepts to the younger children to help them to develop their understanding of very early mathematical ideas in readiness for the next stage of their learning.

- Staff introduce children to some world festivals and celebrations, such as Diwali and St Patrick's Day. They encourage them to explore these further through a range of activities and experiences. For example, the nursery chef prepared some Chinese food for lunch when they were learning about Chinese New Year. Staff take children on outings into the local area, including to the theatre, the library and walks to the local nature reserve. Children learn about the wider community and the world around them.
- Staff have clear and consistent expectations for children's behaviour. They are good role models for the children. Staff have received training to further support them to help children understand their emotions and manage 'big feelings'. Children learn to understand and manage their feelings and emotions effectively. They behave well.
- The manager has a clear vision for the future of the setting. She has identified the strengths and areas for development and has developed a clear action plan to achieve her aspirations. Staff are supported through regular supervisions, which supports their well-being and practice. Staff are highly motivated and enthusiastic. They support each other and work well together as part of a small, friendly team.
- Partnerships with parents are strong. Parents value the regular communication they receive about their children's progress. They comment that they appreciate the ideas they receive for further supporting learning at home. Parents say they are very happy and that their children enjoy coming to nursery.

## **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:**

- consider ways to provide the youngest children with opportunities to learn about, and develop their understanding of, early mathematical concepts.

## Setting details

<b>Unique reference number</b>	EY448885
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10335609
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Wigley, Claire Elizabeth
<b>Registered person unique reference number</b>	RP515994
<b>Telephone number</b>	01543428484
<b>Date of previous inspection</b>	21 June 2018

## Information about this early years setting

Little Potters Childcare Services registered in 2012 and is located in Cannock. The nursery employs 16 members of childcare staff. It opens Monday to Friday, all year round, closing for one week at Christmas and for bank holidays. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Dukes

## Inspection activities

- This was the first routine inspection the nursery 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, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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