

# Inspection of Little Scholars Community Nursery Ltd

Broadway Hall, Broadway Street, Burton On Trent, Staffordshire DE14 3ND

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Inspection date: 30 April 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and well cared for at this warm and friendly setting. Staff and children create meaningful relationships with one another. Children are motivated to learn and confidently explore the activities on offer. Staff get to know children well. Their positive interactions enhance children's knowledge and skills as they play. For example, children confidently use their physical skills to climb up the climbing frame steps and slide down the slide. Staff praise and encourage them.

Staff carefully plan activities around the children's prior interests. This ensures that children engage and are happy in their learning environment. Staff are knowledgeable about what the children know and can do already. They clearly plan next steps to ensure all children make good progress. Staff have high expectations of all children. Children learn to share resources fairly and take turns. They are kind and considerate towards each other and behave well.

Staff, including the special educational needs coordinator, support children with special educational needs and/or disabilities (SEND) well. They promptly complete early assessments and referrals for children. Staff work effectively with external agencies to ensure that the children make the best possible progress.

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

- Together, the staff team and leaders have devised a broad and balanced curriculum. It builds on children's current knowledge and is closely linked to the learning needs and interests of the children. For example, there is an emphasis on children's speech and language and using a wider range of vocabulary. Staff are consistent with how they use open questioning to encourage children to verbalise their thoughts and feelings.
- Children are confident in exploring both the indoor and outdoor environments. They have access to a range of stimulating resources. Children choose to have fun with the building blocks. They build a tower and use their hands to stretch to build it higher. This strengthens muscles in the wrist in preparation for writing. Staff skilfully support the children as they play, asking questions, such as 'How can we make it higher?'
- Children enjoy the sandpits. They confidently use spades to scoop out the sand and fill up buckets. They use mathematical words, such as heavy and lighter, full and empty.
- Staff have a strong focus on managing children's emotions and giving them time to regulate how they feel before having further discussions with them. For example, when teaching children about sharing, staff provide them with comfort when initially upset, then talk about how children are feeling and what they can do next time. This supports children in understanding their behaviour and right

from wrong.

- Children enjoy the freedom to explore the environment and choose where and what they would like to play with. Staff are well deployed to meet the needs of the children during free play. However, the organisation of transition times for children is not as well planned as it could be. For example, the transition from outdoors areas is too long and, at times, can be disorganised. Some children, especially those with SEND, do not know the expectations of them and become unsettled.
- Staff support children to learn about healthy lifestyles. Children benefit from freshly prepared meals, which are nutritious. They have ample opportunities to increase their physical skills and to be outdoors in the fresh air. Staff are also introducing activities to support children's understanding of oral health.
- Staff support children to develop their independence. For instance, younger children learn to wash and dry their own hands using bowls of soapy water and towels. Pre-school children are well-prepared for the transition to school. They familiarise themselves with school uniforms and identify school logos when playing in the role play area.
- Leaders work alongside their team. They constantly observe the quality of teaching delivered. The managers have high regard for the staff members' emotional well-being and review this during supervision meetings. Staff receive additional training to suit their interests and passions.
- Parents are happy with the setting. They comment that their children have settled in well. They know what their children are doing throughout the day and are happy with their development. They are confident their child receives additional support if they require it.

## **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:**

- review the organisation of transition times, particularly after outdoor play, to ensure all children, including those with SEND, know the routines and expectations.

## Setting details

<b>Unique reference number</b>	2669825
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10335679
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	68
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Little Scholars Community Nursery Ltd
<b>Registered person unique reference number</b>	RP535176
<b>Telephone number</b>	07432795781
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Scholars Community Nursery Ltd registered in 2021. It is situated in Burton-on-Trent. There are eight members of staff working with the children. Seven staff members have qualifications at level 3 and one is working towards a qualification at level 2. The provision operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alexandra Beardmore

## 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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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