

Inspection of Your Co-op Little Pioneers Nursery & Pre-school Lanesfield

Your Co-op Little Pioneers Nursery & Pre School, 2a Ward Grove, Wolverhampton WV4 6PQ

Inspection date: 3 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are settled, calm and fairly content. Staff get to know children and their families well. This helps to build positive relationships as soon as children start. Staff teach children to regulate their behaviours. This has recently been a key focus of the curriculum in both the toddler and the pre-school room. For example, children have been finding out about different emotions and how to manage them through a well-known story about coloured monsters. They enjoy taking part in drawing the different monsters and talking about the emotions they represent.

The environment is really well resourced. The curriculum is ambitious and a wide variety of activities are available to children throughout the day. Children are generally busy, and they seem to enjoy their time at the nursery. The pre-school room is particularly strong. Staff interact with children well and promote lots of independence. Pre-school children easily make their own play choices. They can wash their own hands and faces after snacks and meals. Pre-school children have opportunities to be creative as they create coloured potions with water and complete observational daffodil paintings. They also listen intently as they find out about new sea creatures and the sounds they make. This helps to ensure that they gain a thirst for new knowledge and acquire all the key skills they need to move on to school.

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

- Recent changes in the management structure and staff team have helped to improve the nursery safeguarding culture and enhance the overall quality of the provision. Leaders are passionate about their roles. They are proactive and reflective. They work closely together to drive improvement.
- The premises are secure, clean and well organised. Recruitment is robust, and new staff are offered a thorough induction. All staff demonstrate that they are now strongly knowledgeable about their safeguarding roles and responsibilities. This helps to keep children safe.
- Staff morale is good, and they comment that they feel very well supported in their roles. Leaders monitor staff's practice carefully and appropriate professional development is in place to help staff upskill. However, on occasions, some staff's interactions with toddlers are not consistently of the highest quality throughout the environment. Therefore, there is room to provide some staff with even more support to help further boost their confidence in this area.
- Staff make accurate assessments of children's learning. They foster children's interests and plan individualised activities to promote their progress. However, this is more successful indoors than it is outside. Therefore, there is scope to further enhance the provision outside to help all children make the most of the time spent outdoors.

- Children with special educational needs and/or disabilities benefit from early identification and intervention. Staff work closely with leaders and external professionals to ensure appropriate support. All children make good progress in their learning.
- Communication and language is a key focus. Staff make use of visual tools to aid children's language skills. Staff talk to children with age-appropriate expectations of their response. They share a range of stories with children. Toddlers enjoy singing familiar rhymes during story sessions. Pre-school children learn the meaning behind new and complex words they come across in books.
- Children's physical well-being is well promoted. They benefit from fresh air and exercise. Staff provide children with nutritious snacks and meals. Pre-school children delight in planting and growing vegetables in their allotment garden. Recently, children have also been learning about the importance of oral health, including a visit from a dental nurse to teach them how to brush their teeth effectively.
- Leaders and staff recognise and celebrate diversity within the nursery. Children learn about their similarities and differences, including the varied cultural festivals that they participate in. For example, recently pre-school children have been learning about Ramadan. This helps them to respect each other and gain a good understanding of the wider world.
- Partnership working is good, including with external professionals and parents. Parents are very complimentary of the new leadership team and staff's practice in the provision. Lots of strategies are in use to promote collaborative working. For example, leaders have recently introduced a new and improved lending library and further opportunities for home learning. This has a positive impact on children's care and learning.

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:

- provide even more support to help boost staff's confidence and enhance their interactions with all children, especially toddlers to help promote the highest quality throughout the environment
- enhance the provision for children outside so that it is planned as effectively as the provision inside to help all children make the most of time spent outdoors.

Setting details

Unique reference number	2736641
Local authority	Wolverhampton
Inspection number	10391010
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	88
Number of children on roll	99
Name of registered person	The Midcounties Co-Operative Limited
Registered person unique reference number	RP900862
Telephone number	0800 954 0669
Date of previous inspection	25 April 2024

Information about this early years setting

Your Co-op Little Pioneers Nursery & Pre-school Lanesfield registered in 2023 and is situated in Wolverhampton. It operates from 7.30am to 6pm, Monday to Friday, all year round except for bank holidays. The nursery employs 10 members of childcare staff. Of whom, one holds a qualification at level 6, five hold qualifications at level 3 and two hold qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke with the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation of a planned planting activity in the allotment outside.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the management team about the leadership and management of the setting and reviewed necessary documentation.

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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