

Inspection of Little Robins Day Nursery

United Reformed Church, 274 Trentham Road, Stoke-On-Trent, Staffordshire ST3
4AY

Inspection date: 19 July 2021

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 parents are greeted warmly by the friendly and professional staff. Children form strong bonds with staff and, as a result, children settle quickly into the daily routines of the nursery. All children make good progress from their starting points. They learn through a mixture of child-initiated play and adult-led activities. Staff provide lots of natural and real-life resources for children to explore.

Children are confident and freely explore their surroundings. Babies and toddlers enjoy taking part in sensory play, they enjoy feeling the different textures of cereal. All children have wonderful opportunities to develop their understanding of the world. They take part in trips on the train and visit the local park. Children have lots of fun looking for squirrels in the trees and become excited when they spot them. Staff skilfully incorporate learning opportunities during conversations. For example, staff ask the children if they can count the squirrels and ask children what they think the squirrels would like to eat.

Babies are supported well to develop their crawling and emerging walking skills. Babies visibly enjoy crawling on the grass. Staff remain close by to ensure their safety and offer support. Older children have lots of fun as they explore the outside area. They carefully navigate the climbing and balancing apparatus, developing their physical and risk-taking skills.

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

- Staff support children's behaviour well and act as excellent role models to the children. They speak clearly and enthusiastically. Children understand what is expected of them. They follow instructions and receive an abundance of praise and encouragement from the enthusiastic staff. As a result, children display positive levels of well-being and self-esteem.
- Children are supported effectively to develop independence. Older children help to lay the table and serve their own meals. Staff engage older children in meaningful conversations to support their communication and language skills, making mealtimes a social event. However, some staff miss opportunities to engage with babies during mealtimes to develop their understanding of language even further.
- Children have fun developing their imagination. They enjoy playing with their friends in the role-play areas, acting out real-life events and dressing up. Older children are articulate talkers and clearly express themselves. For example, children ask staff if they can take a photograph of the ducks and cheerfully say good morning to people they pass in the park.
- Children develop an understanding of cultures that are different from their own. They help to make and taste foods from other countries and cultures and talk

about different festivals. Children gain an understanding of the community where they live and learn about people who help them.

- Staff implement planned activities which are based on children's interests and encourage children to lead and develop their own play. However, on occasions, staff are too quick to offer their own ideas and suggestions. As a result, children sometimes lose focus on their chosen activity.
- Children with special educational needs and/or disabilities (SEND) are supported effectively. The manager works closely with parents and partner agencies to provide targeted support to meet the needs of children with SEND. The manager supports staff to access a range of training opportunities. She holds regular staff meetings where staff share information from training and ideas of best practice.
- The manager is passionate and dedicated in her striving for excellence. She is proactive in making changes to the nursery and takes on board the ideas and opinions of her staff. The manager values her staff and as a result, they feel appreciated and are happy working at the nursery.
- The manager and staff are aware of the potential effects that the COVID-19 (coronavirus) pandemic has had on children and their families and they have remained in contact with them during lockdown. Parent partnerships are strong. Parents speak very highly of the nursery and say staff are like a second family. They say staff make them aware of their children's progress and how to continue their learning at home.
- The manager has established good links with the local school to support children who are ready to move on to the next stage in their education. The manager and staff visit the school to attend training sessions and to share information, ensuring continuity in children's learning and smooth transitions.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. All staff have completed safeguarding training, ensuring children's safety and protection are a priority. Staff understand and recognise signs and symptoms that may indicate a child is at risk of neglect or abuse. The manager has a safe recruitment procedure in place to check the suitability of new staff and the ongoing suitability of existing staff. The nursery is safe and secure. Staff carry out daily risk assessments of all areas of the nursery and when taking children on outings in the community to always ensure children's safety. All staff are trained in paediatric first aid.

What does the setting need to do to improve?

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

- support staff to develop the use of daily routines to enhance babies' early

language skills

- help staff to consistently recognise when to provide children with opportunities to extend ideas for themselves and lead their own play.

Setting details

Unique reference number	2507806
Local authority	Stoke-on-Trent
Inspection number	10191678
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	22
Number of children on roll	32
Name of registered person	Little Robins Childcare Ltd
Registered person unique reference number	2507805
Telephone number	07376979378
Date of previous inspection	Not applicable

Information about this early years setting

Little Robins Day Nursery registered in 2019. The setting employs seven members of childcare staff. Of these, three hold an early years qualification at level 6 and four staff members hold appropriate qualifications at level 3 and level 2. The setting opens from Monday to Friday, from 7.30am until 6pm, all year round. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The deputy manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector and the management team to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked evidence of the suitability of the staff working in the nursery.

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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