

Inspection of Little Tots Day Nursery

Unit 35-37, Boundary Court, Boundary Road, Sutton Coldfield B74 2JR

Inspection date:

16 July 2025

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

From the moment they arrive, children are extremely happy and confident as they go about their activities throughout the nursery. Babies and toddlers are extremely well supported as they confidently explore a range of resources. Staff's successful training in Makaton helps to ensure that young children and those with special educational needs and/or disabilities (SEND) have a voice. Staff plan accessible environments where the youngest children can be independent. Older children have access to abundant activities that extend their learning and prepare them for school.

Leaders have designed a highly effective curriculum to provide all children with an excellent start on their learning journeys. Leaders share their vision and curriculum intentions with staff through meetings and being present in the rooms daily. Staff's skilful ability to adapt the curriculum ensures that all children experience teaching that expertly meets their individual needs and encourages all children to thrive. Rigorous assessment and evaluation of each child's progress by staff and extensive partnership working ensures that all children make exceptional progress.

Staff are excellent role models and reinforce the positive behaviour that children display, gently correcting unwanted behaviour and reinforcing positive behaviour with their meaningful acknowledgement. Children confidently show their understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others. Staff skilfully help children manage their emotions and develop positive social interactions. As a result, children learn to confidently navigate social situations and resolve conflicts independently.

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

- Continuous training and a clear focus on strengthening all aspects of the nursery are at the forefront of the minds of the leadership team. Supervision sessions and appraisals are conducted routinely to monitor staff's progress and development. Staff report on the exceptional levels of support they receive and share that leaders are approachable and go above and beyond to ensure that they are happy in their roles.
- Experienced staff expertly adapt their teaching and practice so that children with SEND benefit from an inclusive and challenging curriculum. Leaders use additional funding to ensure that children with SEND have the resources and support they need, such as one-to-one interactions to boost their high levels of engagement. Dedicated staff undertake training and work closely with other professionals and parents to create individual learning support plans for children with SEND.
- Staff provide learning opportunities that spark children's interests and love of

learning. Babies watch with awe and wonder as bubbles float through the air. Staff model language, such as 'pop', 'rainbow' and 'bubble', and children excitedly pop the bubbles as they fall. Young children demonstrate a remarkable level of engagement in their learning.

- Leaders and staff encourage children to enjoy books as they use them to support and extend children's learning. They encourage children to take time every day to settle down to explore books and use the props and puppets. Furthermore, the introduction of a lending library encourages parents to take favourite books home to share with their children.
- Children visit the local park and use public transport to visit a local care home, where they meet with residents and take part in singing, yoga and craft activities. Staff working in the pre-school room provide rich and varied opportunities for children to learn about different countries and cultures. For example, each month they explore a different country, learning about the traditional food, language and key features of that country. These experiences enrich children's understanding of society and the world in which they live.
- Staff encourage children to develop their independence skills. Babies learn to feed themselves with a spoon, and toddlers learn to use a fork. Older children continue to develop these skills as they learn to use a knife and fork and serve their own food. They learn about portion size and healthy eating. All children become independent learners.
- Staff support children's communication and language skills extremely well. They model language through discussions with children. Staff sing to children throughout the day. Children join in with the words and actions. Young children eagerly engage and are enthralled as staff play the guitar and eagerly start to sing. Staff have core songs they want children to learn. Older children are challenged to learn more complex songs and are incredibly proud of their personalised graduation song.
- Staff swiftly identify any gaps in learning and act to narrow these rapidly. They provide appropriate challenge for children. For instance, pre-school children learn to write their names and to identify the names of their friends, in preparation for school.
- Children develop an understanding of the importance of regular exercise. Older children enjoy weekly sessions with the sports coach. In the garden, children have fun as they run with their friends and navigate the challenging obstacle course. Children develop their strength and balance as they ride tricycles and throw balls into a net. A well-thought-out menu ensures that children receive an extremely healthy and well-balanced diet.
- Partnerships with parents are exceptionally strong. Parents speak enthusiastically about the nursery and the incredible range of activities their children enjoy. Parents say that staff welcome them and show endless kindness and support. They become involved in nursery life as staff organise stay-and-play sessions. Parents are kept up to date and involved in their child's learning.

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	2713345
Local authority	Walsall
Inspection number	10394414
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	0 to 4
Total number of places	52
Number of children on roll	88
Name of registered person	Once Upon A Time Children's Day Nursery Limited
Registered person unique reference number	RP548524
Telephone number	01213520770
Date of previous inspection	Not applicable

Information about this early years setting

Little Tots Day Nursery registered in 2023. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above. The nursery operates all year around. Sessions are available from 7.30am to 6pm. The nursery provides funded early education for eligible children.

Information about this inspection

Inspector
Beverley Devlin

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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The children spoke with the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.

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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