

Inspection of Little Lodge Nursery Bransford

Hunters Moon, Bransford, Worcester WR6 5JB

Inspection date: 7 May 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

Learning is magical and fun for children in this wonderful nursery. Children thrive and blossom as they develop trusting relationships with staff, who consistently reassure them with warm smiles and cuddles. Staff sensitively interact with children, helping them to grow in confidence and independence. For example, children are encouraged to persevere when learning new skills, such as tracing around shapes and ordering number tiles. This expertly supports children to develop their understanding and knowledge of early mathematical concepts. Staff skilfully support children to develop their knowledge of letters and sounds as they create colourful patterns and pictures with letters. This prepares children extremely well for the next stage of their education.

Children are enthusiastically invited by staff to engage in activities planned to ignite their curiosity and extend their understanding of the world in which they live. For example, children look at pictures of the leaning tower of Pisa before being challenged by staff to build their own models. Staff extend children's learning skilfully, introducing torches to reflect shadows of their finished models. Children gaze in awe at the shadows and happily experiment further, moving their torches to see how the light causes their shadows to grow and shrink. Children make outstanding progress in their learning as a result.

Staff adeptly plan activities and opportunities that enrich children's learning. For example, babies go on walks to local farms and nature trails. Children dive into learning in forest school, exploring and developing a healthy awareness of risk as they learn about their own capabilities and overcome challenges. For example, staff masterfully teach children how to use tools safely when hammering nails into wood. Children thoroughly enjoy their learning in forest school.

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

- The nursery is extremely well led by a dynamic leadership team, who have extremely high expectations for children's learning. Leaders have meticulously planned an innovative curriculum that is rich, exciting and ambitious for all children. They are clear about how they sequence children's learning to ensure they practise and embed each step of learning throughout the provision. This prepares children extremely well for the next stage of their education.
- Staff use information obtained from parents during home visits effectively, combined with ongoing assessments of learning, to determine starting points for children's learning. They accurately identify what it is children need to learn next and are alert to any gaps in children's understanding and learning. They expertly adapt learning and planning to meet children's individual needs. Leaders and staff work closely with parents and other professionals to put in place plans to

support children with special educational needs and/or disabilities, helping them to make the best possible progress.

- Staff exploit every opportunity to teach and support children's communication and language skills. They expertly model and teach new vocabulary when sharing books, rhymes and songs with children throughout the day. Leaders carefully consider books and stories that reflect children's personal interests and extend their experiences. For example, babies enjoy sharing books about sea creatures, ahead of their summer holidays. They excitedly engage in sensory play, exploring rock pools in search of coral, seaweed and crabs. Children develop a deeper understanding of their learning as a result.
- Children's behaviour in this nursery is exemplary. Children learn to understand and respectfully follow the nursery's routines and expectations. Children develop close friendships with each other, happily taking turns and sharing as they play. During adult-led activities, children happily join their groups and settle quickly to activities. Staff consistently recognise and praise children's efforts and achievements, building high levels of confidence and self-esteem.
- Children develop healthy lifestyles. Staff skilfully explain how the foods children eat at mealtimes are good for them. Children regularly participate in a range of enjoyable activities that support their physical development. For example, babies enjoy ballet lessons, learning to recognise and move different body parts in time to music. Older children excitedly participate in team games, developing dexterity and coordination skills as they run, jump and walk sideways like crabs, navigating their way around hoops. This supports children's physical and mental well-being effectively.
- Staff are very proud to work at this nursery. They state that leaders are considerate of their well-being and work-life balance and that they consistently feel supported and listened to. Staff appreciate the regular training they receive to support them in their roles, for example, learning how to use a signing language program to further develop children's early communication skills.
- Leaders undertake consistent and highly effective evaluation of the quality of teaching and learning across the nursery to continually enhance and develop their ongoing provision. They ensure that staff have the training and knowledge they need to be experts in promoting children's development in all areas of learning.
- Parents speak highly favourably of the nursery. They comment that staff go above and beyond to ensure that their children are having the best time while at the nursery and make very good progress as a result. They appreciate the additional activities provided for their children, such as rugby, ballet and physical education lessons.

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	2723046
Local authority	Worcestershire
Inspection number	10401857
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	73
Number of children on roll	117
Name of registered person	Little Lodge Nursery Bransford Ltd
Registered person unique reference number	2723045
Telephone number	01886 833379
Date of previous inspection	Not applicable

Information about this early years setting

Little Lodge Nursery Bransford registered in 2023. The nursery employs 29 members of childcare staff. Of these, six members of staff hold appropriate early years qualifications at level 6, including a qualified teacher, fourteen staff hold a level 3 qualification and four staff hold a level 2 qualification. The nursery opens from 7.45 am to 5.45pm, Monday to Friday, except for bank holidays. The nursery provides funded early education for babies and two-, three- and four-year-old children.

Information about this inspection

Inspector
Sue Bradford

Inspection activities

- The inspector completed a learning walk with the managers and talked about the curriculum and what it was they want children to learn.
- The inspector completed a joint observation of teaching and learning with the managers.
- The inspector observed the quality of teaching and learning during activities and assessed the impact this has on children's learning.
- The inspector spoke to leaders about the nursery provision.
- The inspector reviewed relevant documentation.
- The inspector spoke to parents to gain their view of 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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