

# Little Pals Childrens Centre Nursery

Bishops Park College, Jaywick Lane, Clacton-on-Sea, Essex CO16 8BE



<b>Inspection date</b>	22 July 2019
Previous inspection date	23 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children settle quickly and are happy in the nursery. They freely approach staff for cuddles, reassurance and to share their ideas and creations.
- Staff work closely in partnership with other professionals involved in children's care. This helps children with special educational needs and/or disabilities to receive good levels of support and make progress in relation to their individual starting points.
- There are good links with many local schools. Teachers visit children in the nursery and spend time talking to their key person, which helps to support children starting school.
- Staff complete clear ongoing observations and assessments of children's play. They share this information with parents and encourage them to celebrate their children's achievements.
- Staff encourage children to learn about other cultures and celebrations in order to respect and value each other's individuality. For example, they make use of a range of different resources, such as musical instruments to help children learn about sound and rhythm.
- The manager uses action plans and audits to help her reflect on current practice and decide where to make improvements. For example, there are plans in place to help staff implement the new inspection framework.
- At times, staff's interactions with the most able children do not always encourage them to use more complex language.
- The manager does not always identify gaps in staff's practice to help all children reach their full potential.

## What the setting needs to do to improve further

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

- build further on staff interactions with the most able children to help them use more complex language
- develop further ways to identify gaps in staff's practice to help all children reach their full potential.

### Inspection activities

- The inspector spoke to children, parents and staff.
- The inspector sampled relevant documentation, including evidence of staff's suitability checks, risk assessments and children's learning journals.
- The inspector observed staff's interactions with children to assess the quality of teaching.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and director.

### Inspector

Sue Mann

## Inspection findings

### Effectiveness of leadership and management is good

The manager ensures that safeguarding is a high priority. Staff explore different safeguarding topics during staff meetings and training, which help to keep their knowledge and understanding up to date. Safeguarding is effective. Staff have regular opportunities to meet with the manager for individual supervision sessions and attend training courses to help develop their knowledge and improve practice. The manager makes good use of additional funding, including the early years pupil premium. For example, some of the money went towards purchasing additional sports equipment to increase the range of activities for those children who prefer to play outside. All staff and volunteers are thoroughly vetted, which includes undertaking Disclosure and Barring Service checks. This helps to ensure that only suitable people work with children. Detailed records of any accidents and complaints are kept and reviewed, which help to keep children safe.

### Quality of teaching, learning and assessment is good

Overall, the quality of teaching is consistently good. Staff take time to get to know children's interests and levels of learning, which enables them to tailor activities and experiences to meet children's developmental needs. For example, older children enjoy trying to guess which objects will float and which objects will sink. They make predictions and test out their ideas. Staff further extend children's learning using relevant mathematical language to help children understand why some objects float and some sink. Younger children enjoy imaginary play. They carefully carry plates of toy food to staff who join in and pretend to eat their meals. Staff extend this activity further and ask children to name the different toy foods on the plate.

### Personal development, behaviour and welfare are good

Children develop good levels of confidence, independence and self-esteem. Younger children skilfully turn the tap on the water dispenser on and off to independently help themselves to a drink when thirsty. Children are kind and understanding. They show concern when other children are upset, which helps to support their emotional development. All children, including those with special educational needs and/or disabilities enjoy playing outside. A wide range of activities and equipment help to keep them interested and physically active. For example, children enjoy playing on sit and ride wheeled toys and digging for bugs and mini beasts in the soil. This helps to develop their physical skills and supports children's health and well-being.

### Outcomes for children are good

Children of all ages develop a good range of skills, which helps to prepare them for their future learning and eventual move to school. The youngest children follow staff's 'singing' guidance to go and wash their hands ready for lunch. While, children in the next room understand the need to have sun cream on before playing outside. Children in the pre-school room practise their graduation song, singing loudly and clearly, ready to impress their parents and carers on graduation day. Children learn to listen and wait their turn, which helps to develop good social skills.

## Setting details

<b>Unique reference number</b>	EY395827
<b>Local authority</b>	Essex
<b>Inspection number</b>	10074282
<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</b>	0 - 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Little Pals Childrens Centre Nursery Limited
<b>Registered person unique reference number</b>	RP529083
<b>Date of previous inspection</b>	23 February 2016
<b>Telephone number</b>	01255 687151

Little Pals Childrens Centre Nursery registered in 2009. It is one of two settings run by the same company. The nursery employs 14 members of childcare staff. Of these, two staff hold Early Years Professional status and 10 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, for 50 weeks of the year from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children, and those receiving early years pupil premium.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

