

Little Me Day Nursery

The Coach House, Turners Drive, Thatcham RG19 4QB



Inspection date	16 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 are happy, content and settled within the nursery. Staff are caring and nurturing towards children. This promotes their emotional well-being effectively.
- The well-qualified staff team provides a vast range of good quality resources that promote children's enjoyment and encourage them to make independent choices in their play.
- Partnerships with parents are good. Staff use effective communication methods, including online learning programs and newsletters, to keep them informed about what children are learning.
- Leaders use effective self-evaluation to identify strengths and areas of development in the provision. They have clear aims for the future, which include training staff to help maintain good outcomes for children.
- Children have fun as they learn and are eager to join in with activities. They develop skills they need for the next stage in their learning, including school. For example, they confidently complete simple tasks, such as independently managing their personal care routines.
- Although staff complete observations and assessments of children's achievements, they do not use the information they gather as well as possible, to help them build further on their good progress.
- At times, children's concentration and exploration during activities are interrupted as staff leave them to carry out other routine tasks.
- Sometimes, the staff do not explain to young children why rules and boundaries exist, to support their early understanding of behavioural expectations to the highest level.

What the setting needs to do to improve further

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

- use assessment information more precisely to help gain a better knowledge of children's current individual needs, to help children make the best progress possible
- enhance opportunities for children to maintain their concentration and exploration during the times when staff leave activities to carry out routine tasks
- help younger children to understand why rules and boundaries exist and optimise their early understanding of behavioural expectations.

Inspection activities

- The inspector observed the interactions between staff and the children and considered the impact on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they monitor children's learning and development.
- The inspector sampled documentation, including qualifications, children's records and policies.
- The inspector completed a joint observation of an activity with the manager and discussed self-evaluation with her.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The manager closely monitors the overall progress that all children make. This enables her to identify any gaps in children's learning quickly. She supports staff in implementing plans to help children to catch up if necessary. All children make at least good progress from their individual starting points. The arrangements for safeguarding are effective. Leaders and managers ensure that staff receive regular training to help them to recognise the signs that a child may be at risk. Staff demonstrate a clear understanding of what they should do to protect children's welfare. Managers make good use of annual appraisals and regular staff supervision sessions to monitor their suitability and performance. They use this information to help identify gaps in staff knowledge and skills, and provide training and support to help raise the quality of teaching.

Quality of teaching, learning and assessment is good

Staff are highly successful in helping children to develop good communication and language skills. For instance, they provide a commentary, model good conversational skills and introduce new vocabulary during children's play. Children of all ages respond well to these positive interactions and show good skills in speaking and listening. They enjoy the time they spend outdoors and successfully develop good physical skills. They display these as they confidently use apparatus and manoeuvre around obstacles when using ride-on toys. Staff make good use of children's interests to extend their learning. For example, as children talk about the weather, staff encourage them to think about what clothes they might need to wear. Children identify that when it is hot and sunny they need to wear hats and sunscreen to keep themselves safe.

Personal development, behaviour and welfare are good

Nursery staff form positive relationships with children. They gain information from parents about children's care and learning needs when they first start, to plan for them from the outset. As a result, children settle quickly into the nursery. Staff place a good focus on children's safety. For example, they regularly practise the evacuation drills with children to help them to understand what to do in an emergency. Children have lots of opportunities to be physically active. For instance, they benefit from regular exercise in the well-resourced garden. Staff successfully help them to understand the importance of leading a healthy lifestyle, such as making healthy food choices and drinking water to keep themselves hydrated.

Outcomes for children are good

Children have fun as they learn a good range of skills that will help them in the future. For example, they cooperate well with others during play and show a clear motivation to develop independence. Babies join in with activities to help develop their senses. For example, they explore electronic toys and press the buttons to make them light up and make sounds. They respond well to the interactions from adults, such as copying staff when they clap their hands to songs and rhymes. Toddlers enjoy making marks and exploring with different textures, including paints, sand and water. Older children demonstrate a good awareness of numbers and counting, recognise their written name, and the beginning sounds of familiar words.

Setting details

Unique reference number	EY545549
Local authority	West Berkshire
Inspection number	10101331
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	64
Number of children on roll	100
Name of registered person	Little Me Thatcham Limited
Registered person unique reference number	RP545548
Date of previous inspection	Not applicable
Telephone number	01635 226466

Little Me Day Nursery registered in 2017. The nursery is in Thatcham, near Newbury, in West Berkshire. It is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year, closing for Christmas week and bank holidays. The nursery currently employs 17 staff. Of these 10 hold relevant qualifications at level 3 and four at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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