

# Inspection of Little People Nursery

The Oxford Academy, Littlemore, Oxford, Oxfordshire OX4 6JZ

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Inspection date: 11 October 2019

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager and staff create a positive and purposeful learning environment. Children show that they feel safe and secure. There are warm bonds between children and staff. For example, children who are a little upset at the beginning of the day are comforted by the cuddles and reassuring words from their key person. Soon these children are full of smiles and playing happily. Staff are ambitious for all children. They clearly identify what each child needs to learn next and tailor their teaching accordingly. They recognise that good speaking and listening skills are very important to children's future learning. They promote this aspect of children's learning very well. Children have daily opportunities to listen to well-read stories to support their literacy development. However, staff do not always recognise when they could extend the challenge for older children by beginning to develop these children's early writing skills. Overall, children show a positive attitude to learning. They are curious, lively and inquisitive. Staff embrace these characteristics and plan a wide range of experiences that encourage children to learn through practical experiences. Most activities are planned well. Occasionally, staff do not consider fully the stage of development of different children when planning larger group activities. At these times some younger children find it harder to concentrate and this is also distracting for older children.

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

- The manager is very inclusive and supportive to children, parents and staff. Children start nursery with a wide range of previous experiences and all are welcomed equally. The vast majority of parents speak very highly of the staff. They find staff very approachable. Staff enjoy working at the nursery. There is plenty of support and training available to them. This has a positive impact on the quality of their teaching. For example, staff become very skilled at supporting children's communication skills.
- Children benefit from a broad and exciting curriculum that is delivered skilfully by knowledgeable staff. Babies and young toddlers move around confidently as they explore the resources. They enjoy discovering the different textures and shapes of toys. Staff plan carefully for older children. They ensure that children have lots of fun while also learning and developing new skills. For example, staff introduce counting and sorting as children build with bricks. Children continue to have fun as they build tall towers. Older children have access to resources and experiences that promote all area of learning. However, staff do not make the best use of resources and routines to encourage older, most-able children to begin to recognise and write some words and letters.
- Staff make consistently good use of opportunities to engage in conversations with children. They speak clearly, introduce new words and listen to what children say. Children have many opportunities each day to listen to stories and

join in with songs. These experiences are very popular with all children. Babies crawl towards the 'story corner' when they see staff preparing for 'singing time'. They join in with actions and sounds. They take turns to choose props from the bag to use as they sing. Older children are equally as enthusiastic. There are always staff available and willing to read books to individual or small groups of children. Children snuggle in, turn the pages and point to the pictures. Sometimes, children find it harder to focus and engage with story time when it is delivered to a large number of children with different concentration levels.

- Staff plan well for children's physical development This is especially evident in the outdoor environment which staff have planned with physical exercise in mind. They have created lots of challenges for children, such as by creating areas where children can climb, balance and move in different ways. Staff are good role models. They lead by example and show children that exercise is enjoyable. Children enjoy playing racing and running games with staff.
- Staff are very clear about expectations for children's behaviour. Most children behave well. When children need extra support or guidance to manage their emotions, staff provide this expertly, discreetly and effectively. Children respond very well to this approach.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager takes effective steps to keep staff's safeguarding knowledge up to date. For example, staff attend training and discuss safeguarding during regular meetings with the manager. Staff understand their responsibility to keep children safe. Staff supervise children closely and respond to any accidents appropriately. They know what to do if they have any concerns that a child may be at risk of harm, including how to report and share such concerns. The provider follows thorough recruitment procedures to ensure those employed to work with children are suitable.

## **What does the setting need to do to improve?**

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

- enhance opportunities for older children to begin to recognise and write letters and familiar words, to build further on their developing literacy skills
- improve the organisation of some group activities to enable children taking part to focus and engage well at these times.

## Setting details

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|--|------------------------------------|
| <b>Unique reference number</b>                   | 2501310                            |
| <b>Local authority</b>                           | Oxfordshire                        |
| <b>Inspection number</b>                         | 10126397                           |
| <b>Type of provision</b>                         | Childcare on non-domestic premises |
| <b>Registers</b>                                 | Early Years Register               |
| <b>Day care type</b>                             | Sessional day care                 |
| <b>Age range of children</b>                     | 0 to 4                             |
| <b>Total number of places</b>                    | 44                                 |
| <b>Number of children on roll</b>                | 61                                 |
| <b>Name of registered person</b>                 | PEEPL                              |
| <b>Registered person unique reference number</b> | RP534167                           |
| <b>Telephone number</b>                          | 01865 397972                       |
| <b>Date of previous inspection</b>               | Not applicable                     |

## Information about this early years setting

Little People Nursery registered in 2018 and is situated in Oxford. It is open 8am to 5.30pm, Monday to Friday, throughout the year. There are 12 members of staff. Of these, eight hold relevant qualifications between level 6 and level 2. The provider is in receipt of funding to provide free early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Holley

### Inspection activities

- The inspector and the manager completed a learning walk and the manager explained how the early years provision is organised.
- The manager and the inspector carried out a joint observation and discussed the quality of teaching and learning.
- A meeting was held between the inspector, the manager, the deputy manager and representatives of the provider. They held discussions about safeguarding, staff's support and the monitoring of the curriculum.
- The inspector took account of the views of children and parents.
- The inspector observed care practices and looked at relevant documentation, including accident reports.

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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