

Inspection of Little Adventures Nursery (Dudley)

174 Stourbridge Road, Dudley DY1 2ER

Inspection date: 17 March 2025

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured. Staff do not maintain careful supervision of children to ensure that they are consistently in their sight. Leaders have not notified Ofsted of a significant incident when oversight of a child was lost.

Older children are not supported to understand staff's expectations or how to behave well. This has a negative impact on the progress they make. While leaders recognise that behaviour management in the pre-school is an issue, not enough support and coaching are offered to help staff develop the skills they need to manage children's behaviour well. Children do not benefit from an accurate assessment of their learning or carefully delivered activities to help close gaps in their development. Staff often interrupt their interactions with older children to manage behaviour incidents happening in the room. These constant interruptions impact children's concentration and engagement. Consequently, staff are not preparing children for their next stage of learning, including their eventual move on to school.

Children are encouraged to listen to stories and join in games. During these activities, staff provide support that helps children learn to join in, take turns and share. Children enjoy healthy, nutritious lunches that are freshly prepared on site by the nursery chef. Staff work closely with parents regarding their expectations for healthy packed lunches.

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

- Leaders have failed to report a significant incident to Ofsted. This relates to a safety issue involving a child being left alone in the enclosed outdoor play area of the nursery, an event that was unnoticed by staff. The reporting of such incidents is a requirement of registration.
- Staff do not consistently supervise children to ensure their safety. During handwashing routines, staff fail to notice when children open the door to the enclosed outside play area and make their way outdoors. Although this has happened previously, steps have not been taken to improve staff supervision and children's safety.
- Staff do not receive the coaching and support they need to help them manage older children's behaviour. Consequently, staff spend much of their time containing and responding to incidents of unwanted behaviour rather than teaching children right from wrong. This does not support children in developing a positive attitude to learning.
- Support for children with special educational needs and/or disabilities is poor. Although some children have plans in place, these are not implemented effectively in practice. Leaders do not take swift enough action to obtain support

for all children where staff identify gaps in children's learning. This does not help children to make the progress they are capable of.

- Although staff carry out assessments of children's progress, these do not accurately reflect children's stage of development and are not understood by all staff who work with the children. This is particularly apparent with children's progress in communication and language. Older children do not receive timely intervention when needed to help them progress with their speech and language skills. That said, staff in the baby and toddler rooms encourage children's communication skills well. They sing songs and provide narration as they interact with the children.
- Leaders have devised a curriculum that covers all areas of learning. However, this is not implemented well across the nursery to enable all children to build on what they already know and can do. For example, staff focus on teaching older children about shapes rather than supporting their good communication and language skills. As staff sit with children, they wrongly explain the shapes of objects, incorrectly telling children that cylinders and balls are circles. Although children go outside to play regularly, staff do not plan outdoor activities to ensure that children are consistently engaged in learning.
- Staff help children to develop their independence skills. For example, children learn to wash their hands before eating, take their plates to the trolley and wipe their faces after eating.
- Parents comment on the friendly, kind and welcoming staff. Staff provide children who are new to the setting with support to ensure that they settle quickly. They share information with parents about their children's care and learning via an online app.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that children are adequately supervised to ensure their safety	21/03/2025
provide staff with coaching and support to ensure that they have the knowledge and skills they need to manage children's behaviour successfully	21/03/2025

ensure that children with special educational needs and/or disabilities are provided with the support they need to make the progress they are capable of	21/03/2025
ensure that assessments of children's learning, especially with regard to communication and language, are accurate, and information from these is used to seek additional support when needed in a timely way	21/03/2025
implement a broad, well-sequenced educational programme, indoors and outdoors, that builds on what children know and can do	21/03/2025
ensure that staff interactions with children are consistently effective in challenging and extending their learning, particularly their communication and language skills.	21/03/2025

Setting details

Unique reference number	2736515
Local authority	Dudley
Inspection number	10393145
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	95
Number of children on roll	105
Name of registered person	Ocean Adventurers Ltd
Registered person unique reference number	2598989
Telephone number	01384 262 155
Date of previous inspection	Not applicable

Information about this early years setting

Little Adventures Nursery (Dudley) registered in 2023. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. The nursery employs 14 members of staff, 11 of whom are qualified from level 2 up to level 6. The nursery provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector carried out joint observations with the deputy manager to evaluate the impact of teaching on children's learning.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- Parents spoke to the inspector and gave their views of the nursery.
- The inspector held meetings with the area manager, deputy manager and nominated individual.
- The inspector had discussions with the nursery special educational needs coordinator and staff at convenient times throughout the inspection.
- The inspector looked at relevant documentation and evidence of staff suitability.

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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