

Inspection of Little Peeps Nursery

Feering Community Centre, Coggeshall Road, Feering, Colchester, Essex CO5 9QB

Inspection date: 21 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff create a nurturing environment where children's voices are heard and valued. This leads to children that are confident to express their own interests, wants and views. Staff promote children's independence and give them numerous opportunities to make choices and develop their skills. For example, children select their own plates, cups and cutlery for snack time. They pour their own drinks, cut their own snacks and use the toaster to make toast. Staff praise the children and children demonstrate pride in their achievements.

Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They engage well with the activities on offer to them, work together to solve problems and use tools and resources to enhance their own play. They listen intently and respond positively to adults and each other. Children demonstrate learning by reciting previous experiences and demonstrating skills they have learned, for example using a tape measure to measure objects. They talk about size, predict how long objects are and use the tape measure appropriately, holding it in the right way and using the button to secure it.

Staff have high expectations for children's behaviour. As a result, children behave very well. When children struggle with regulating their behaviour, staff take appropriate action to support them. Children use the skills they are being taught to manage disagreements and resolve conflict.

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

- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and words. Children use a voting system to choose which story is read at story time. They select which book they would like to hear and listen intently as it is read to them. Children also select and handle books independently. They carefully turn the pages and look at what they can see in the pictures. Children enjoy talking to each other, and the staff, about what is happening in the book. They recite familiar stories.
- Parents speak highly about the setting. They praise the staff team for the care and education it provides to the children. Parents talk about improvements that have taken place over the past year and how these have had a positive impact. Parents feel communication is effective and they feel involved in their child's learning. Parents also comment about the sense of community the setting creates.
- Staff have excellent knowledge of their key children. They are able to identify and talk about the child's strengths and any areas of concern they may have. They talk at length about how they support and extend children's learning so

they make good progress. Staff demonstrate that they understand the areas of learning they teach and the way in which young children learn.

- Leaders have a clear and ambitious vision for providing high-quality, inclusive care and education to all. The intent to provide all children with a broad and ambitious curriculum is clear, and aims to support all children to meet their full potential and prepare them for the next stage in their learning and development.
- Staff are highly responsive to the children. They help them to soothe when they become upset, engage them in interaction, ask lots of questions, use a variety of teaching methods and praise the children with positive language. However, the questions asked are often in quick succession and children appear overwhelmed. Staff try to create a language-rich environment, but the use of questions in quick succession has an impact on the children's ability to think, respond and communicate what they know.
- Leaders work in partnership with other professionals, agencies and children's parents to ensure that children with special educational needs and/or disabilities are supported to make good progress. They hold regular meetings to share information, and access training to ensure children are provided with the additional support they require.
- Leaders work hard to regularly reflect on their practice to drive continuous improvement. They use parent feedback, evaluation of their practice and research of different approaches to identify areas in which they can improve. They have a clear vision of what they want to implement in the setting going forwards to continue to provide the best possible care and education for the children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on staff's questioning techniques to enable children to have more time to think, respond and verbalise what they know.

Setting details

Unique reference number	EY274002
Local authority	Essex
Inspection number	10339231
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	2 to 4
Total number of places	27
Number of children on roll	23
Name of registered person	Little Peeps Nursery Limited
Registered person unique reference number	RP521845
Telephone number	07815 841423
Date of previous inspection	5 July 2018

Information about this early years setting

Little Peeps Nursery registered in 2003. It is one of two nurseries that are privately owned and managed. The nursery employs seven members of childcare staff. Three hold an appropriate early years qualification at level 3, with the management team holding a level 5 and level 6. The nursery opens Monday, Tuesday, Thursday and Friday during school term time. Sessions are from 9am to 3pm on Monday, Tuesday and Friday and 9am to 12pm on Thursday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Whiteley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Members of the management team took the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to, and communicated with, the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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