

Inspection of Little Robins Day Nursery

29 Stamford Street, Glenfield, Leicester LE3 8DL

Inspection date: 14 August 2025

Overall effectiveness

Inadequate

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 compromised, and they do not benefit from quality learning experiences. Leadership and management are weak. As a result, there are significant weaknesses in the overall quality of the provision. Leaders do not ensure that staff are supported to understand their roles and responsibilities. Staff lack a robust understanding of safeguarding processes and procedures. Additionally, they do not follow safer sleep guidance. Leaders do not ensure that staff complete the required written summary of children's development between the ages of two and three years.

Children are not effectively supported to remain engaged in learning. Staff's expectations for children's behaviour and attitudes to learning are not high enough. The curriculum does not build on what children already know and activities are poorly planned. Staff do not interact with children effectively or support them to play with others. They do not know how to support children's communication and language. Children are often bored and wander around. They are not motivated to join in with activities and instead sit or stand at the side of the room. Children do not make enough progress in their learning.

Despite the weaknesses, children are generally well settled and happy in the nursery. Staff are attentive and caring, when children become upset. Children display secure bonds with staff, who reassure them with a cuddle. Younger children enjoy listening to staff sing nursery rhymes to them.

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

- Leaders do not provide staff with the training they need to ensure they have a secure and up-to-date safeguarding knowledge. The safeguarding policy, although shared with staff, does not contain enough information to ensure they understand how to recognise and address safeguarding concerns. Consequently, staff do not know what to do if they need to report a concern about a child or in the event of an allegation being made against a member of staff.
- Leaders do not ensure that staff follow and understand safer sleep guidelines. Young children and babies are placed to sleep on soft surfaces, such as mattresses with pillows. Staff allow children to sleep with duvets that can cover their face. Furthermore, staff do not check children frequently when they are sleeping. This poses a risk to children's safety.
- Staff do not receive a robust induction when they first start working at the nursery to support them to understand their role and responsibilities. Furthermore, they do not receive regular supervisions thereafter. Leaders do not provide effective coaching, guidance and mentoring to all staff. Leaders do not observe practice and identify areas of weakness. As a result, leaders fail to

notice when staff have gaps in their knowledge and skills, such as safeguarding knowledge, or demonstrate poor-quality teaching.

- Staff do not know how to implement an effective curriculum. They do not plan and deliver activities that precisely target children's next steps in learning. At times, staff provide resources for children to play with but do not recognise when children are showing signs of boredom as they wander around looking for something else to do. Children do not consistently benefit from meaningful interactions from staff. Staff do not provide support to children to help them engage with activities. Consequently, children display poor attitudes to learning.
- Leaders do not support staff to develop children's communication and language skills. Children often sit alone with minimal interactions from other children or adults. Staff do not model high-quality language or invite children to participate in two-way conversations to develop their use of language for communicating with others. This does not help children, including those who speak English as an additional language, to make the progress they are capable of.
- Staff do not complete the statutory progress check for children aged between two and three years. This does not support staff to identify strengths and any areas where children's progress is less than expected.
- Partnerships with parents are not effective. Staff do not always share information with parents about their children's learning. Parents say that handovers are not consistent, and they do not always receive the information they need. Leaders do not ensure that staff build positive relationships with parents to fully meet the needs of all children or provide ideas for parents to support their children's learning at home. That said, staff provide some information about children's routines and care needs through an online application.
- Leaders do not have a good enough understanding of their responsibilities to notify Ofsted of significant events. For example, they have failed to notify Ofsted about a change in manager.
- Staff provide younger children with opportunities to practise their physical skills. They teach children how to safely climb on soft climbing blocks. Staff support other children to use drumsticks to hit musical instruments. Children enjoy using foam bricks to build a wall and knock it down with a toy hammer.

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, the provider must:

	Due date
train all staff to understand the safeguarding policies and procedures	19/09/2025
ensure safeguarding policies and procedures are in line with relevant local safeguarding partnership guidance and shared with all staff	19/09/2025
ensure that sleeping arrangements and bedding for babies and young children are safe and align with the latest government safety guidance	22/08/2025
implement effective induction training to ensure that all staff understand their roles and responsibilities	19/09/2025
implement appropriate arrangements for the supervision of staff that includes effective support, coaching and training	19/09/2025
provide engaging and meaningful learning experiences that build upon what children already know and can do	19/09/2025
ensure staff understand how to implement an effective curriculum and support children with positive interactions	19/09/2025
improve staff knowledge and skills to support all children's communication and language skills	19/09/2025
ensure that progress checks are completed for children aged between two and three years to provide an accurate and clear assessment of children's learning	19/09/2025
improve partnerships with parents to ensure that parents receive information about their child's learning and development and who their key person is.	19/09/2025

Setting details

Unique reference number	2803559
Local authority	Leicestershire
Inspection number	10414613
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	30
Number of children on roll	52
Name of registered person	Little Robins Day Nursery Limited
Registered person unique reference number	2803556
Telephone number	07894749904
Date of previous inspection	Not applicable

Information about this early years setting

Little Robins Day Nursery registered in September 2024 and is located in Glenfield, Leicestershire. The nursery employs eleven members of childcare staff, of whom nine have appropriate qualifications at level 2 or above. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round. The nursery offers funded places for children aged nine months to four years.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The nominated individual and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector and the manager carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- 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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