

Inspection of Little Teapots Nursery

The Presbytery, Egton Bridge, Whitby, Yorkshire YO21 1UX

Inspection date: 7 June 2022

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

What is it like to attend this early years setting?

The provision is good

Children have a great deal of fun playing at the nursery. They settle very quickly and form extremely strong relationships with each other and staff. Children are exceptionally kind to their friends. They confidently approach staff to celebrate their successes or for reassurance. Children readily share and take turns, for example when they chop up bananas for their snack or pour water to drink. Their behaviour is exemplary. Children respond well to staff's high expectations and follow routines with ease. Their manners are extremely good. For instance, children say 'please' and 'thank you' without prompting from adults.

Children happily take part in a wide range of interesting activities. Staff know children, and their likes and dislikes, well. Children eagerly join in and try hard to learn new skills. For example, while moulding play dough, children concentrate on rolling it flat, with guidance from adults. Children offer their own ideas to describe their creations. Staff play alongside children and build well on their communication and language skills. Children make choices freely in their play, indoors and outdoors. Babies make their preferences known. For example, they climb safely into the water tray, with help from staff, to feel the water on their legs.

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

- The dedicated and aspirational manager has a clear vision for how she wants the nursery and staff to develop. She and her committed team of staff have a good understanding of what children need to learn. Support for staff's well-being is particularly effective. Staff are very positive about their work. However, the manager has not yet taken the already effective professional development programme even further, to achieve the very highest standards for children. One example of this is to provide the identified training for staff in pronouncing all letters and sounds correctly, to promote children's early literacy skills more effectively.
- Children of all ages, including those with special educational needs and/or disabilities, make good progress in preparation for their future learning. Staff observe children during activities and use this information to plan clear next steps in their learning. Managers and staff work with other professionals to help narrow any gaps in children's development. However, they have not yet fully established very strong links with all other settings that children attend to exchange meaningful information that supports the best experiences for children.
- Partnerships with parents are very good. Parents value the ongoing and effective communication from staff, and their caring attitude. They comment that they like the homely atmosphere at the nursery, and how settled and happy their children are there. Staff work closely with parents, such as when toilet training

children.

- Children develop a love of books. They 'vote' for which book they would like to hear next. Staff read animatedly to children, who are able to say what it is that they like about these familiar stories. One of the ways that children find out about similarities and differences between themselves and others is from listening to stories. Children join in with the words and actions of rhymes and happily choose their favourite songs. This helps to support the good development of children's communication and language and early literacy skills.
- Staff are very positive role models. Children approach adults with confidence to chat and share their thoughts. They hold conversations with each other about what they are doing. Children learn to do things for themselves, with encouragement and praise for their efforts from staff.
- Children enjoy fresh air and plenty of exercise daily. They play in the outdoor play area and a nearby playing field, where they can run fast in the open spaces. Children go for walks into the woods and find out about the world around them. They develop good physical skills, including fine-motor control. For example, children use chunky sticks of chalk to draw freely on the playground. This helps to support the development of children's mark-making and early writing skills.
- Staff prioritise providing resources that children can explore and investigate. For instance, children access a wide variety of objects made from natural materials, such as wood and metal. Children use their imaginations during role play. For example, they play in the home corner and pretend to put on a show. Children follow their own interests and cooperate very well with each other during their play.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her deputy, who are the designated leads, understand their roles and responsibilities. All staff know the signs to look for that may raise concerns about a child's welfare. They complete training so that they are aware of the local procedures for reporting any concerns. Managers implement robust recruitment processes and ensure that staff are suitable to work with children. Staff help children to learn how to minimise any risks to their safety while exploring the environment. Children help to keep areas where they play free from hazards. For example, they tidy away resources after activities.

What does the setting need to do to improve?

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

- enhance the existing good programme of professional development to raise the standards of education to even higher levels for all children

- strengthen links with other settings which children also attend to exchange relevant information to the fullest extent, to enhance the already good outcomes for children.

Setting details

Unique reference number	2569434
Local authority	North Yorkshire
Inspection number	10226025
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	38
Number of children on roll	69
Name of registered person	Douglass, Eleanor
Registered person unique reference number	2569433
Telephone number	07954169732
Date of previous inspection	Not applicable

Information about this early years setting

Little Teapots Nursery registered in 2020. It operates within the grounds of St Hedda's R C Primary School in Egton Bridge, North Yorkshire. The nursery operates all year round from 8am until 6pm, Monday to Friday, except for one week at Christmas. It employs eight members of staff, all of whom are qualified to level 3 or above. Four members of staff have qualifications at level 5 or above, and one of these holds qualified teacher status. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

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.
- The manager completed a learning walk with the inspector. She explained what she and her staff want children to learn and why.
- The inspector looked at documentation, including evidence of the suitability and qualifications of staff.
- The inspector observed the quality of education and assessed the impact of this on children's learning outcomes.
- During the inspection, the inspector spoke with parents, children and staff to gather their views.
- The manager completed a joint observation with the inspector.

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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