

# Little Legends Nursery

Greg House, Greg Street, Reddish, Cheshire SK5 7BS



<b>Inspection date</b>	13 March 2019
Previous inspection date	26 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leadership and management of the nursery are strong. The management team is committed to continuous improvement. They effectively evaluate the provision. They take account of the views of staff, parents and other professionals to target areas for further development.
- Children are happy and settled. They enjoy spending time at this welcoming nursery and form close and secure relationships with staff. The key-person system is effective and supports children to settle quickly. Parents report that staff are genuinely interested in their children and keep them well informed about the things that children have enjoyed doing during the day.
- Staff monitor individual children and groups of children to ensure that identified learning needs are targeted. They use appropriate interventions to ensure gaps in learning quickly close. Consequently, children make good progress.
- Staff have a very good knowledge and understanding of how children learn and develop. The quality of the teaching is consistently good. Staff create a stimulating environment and sensitively support children to use their imaginations and investigate the world around them. For example, staff support toddlers as they paint and point out the changes as they mix colours together.
- Staff are responsive to children's own play and ideas. They skilfully watch and listen to children before extending and challenging their learning. For example, older children are asked if they can build shelters for animals and they share ideas about the best materials to use.
- The management team have not embedded highly targeted professional development for staff to raise the quality of teaching further.
- Staff do not engage parents in continuous information sharing and provide suggestions to enhance children's learning at home.

## What the setting needs to do to improve further

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

- sharpen the focus on professional development so that teaching and learning is raised to an outstanding level
- provide further opportunities for parents to contribute to the assessment process and gain ideas to support children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and took account of her evaluation.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector had discussions with and considered the views of staff, children and parents.

### Inspector

Alexandra Chiorando

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff have a good understanding of child protection procedures. They know how to manage and report any concerns that they may have about children's welfare. Staff supervise children vigilantly and maintain a safe environment. They help children to understand the importance of keeping themselves safe and caring for their environment. For example, children are keen to tidy the toys away before lunch is served. Staff benefit from supervisory meetings and attend mandatory training programmes. Apprentices receive the relevant support, guidance and coaching to further improve their knowledge of child development. They feel valued and are happy to be part of such a close-knit team. Staff meet regularly to ensure that all new developments and changes are implemented effectively and to share new ideas.

### Quality of teaching, learning and assessment is good

Staff support children's communication and language skills effectively and facilitate their learning well. For example, staff working with babies skilfully interact with them and encourage them to explore activities. Babies join in with singing nursery rhymes and are inquisitive as they explore the sounds made by different instruments. Staff provide a variety of craft materials, tools and equipment to encourage children's creativity. They help to develop their small-muscle skills in preparation for early writing. Toddlers enjoy creating robots from boxes and older children design items to add to their small-world play. Children choose what they wish to play with and staff sensitively join in with their chosen activities. As older children play with a farm, staff ask questions to promote mathematical development. They link the play to a recently read story, which promotes children's early literacy skills.

### Personal development, behaviour and welfare are good

Staff foster children's emotional well-being effectively and promote children's good behaviour. They encourage friendships and act as positive role models. Children show care and concern for their friends. For example, they help each other to put on their wellington boots before playing in the garden. Children have regular exercise and benefit from fresh air every day, as they play in the garden and visit local parks. They enjoy nutritious snacks and meals. Staff value the views of children and give them lots of praise and encouragement. This helps to raise their self-esteem and confidence.

### Outcomes for children are good

All children, including those in receipt of additional funding and those with special educational needs and/or disabilities, make good progress in their learning and development. Children actively take part in activities and they are curious and keen to learn. For example, they develop their early reading skills as they recognise their names. Children problem solve as they complete jigsaws and use digital cameras. They learn to respect people's differences as they explore their own cultures and learn about the beliefs of others. Children are confident, independent and emotionally well prepared for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY458786
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10075381
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Little Legends Daycare LLP
<b>Registered person unique reference number</b>	RP532347
<b>Date of previous inspection</b>	26 January 2016
<b>Telephone number</b>	0161 222 6188

Little Legends registered in 2013. The nursery employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3, including two with early years professional status and one with early years teacher status. Four staff members are unqualified. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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