

Inspection of Little Wagtails

Croftlands Infant School, Oakwood Drive, Ulverston, Cumbria LA12 9JU

Inspection date: 21 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
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 show that they have strong attachments with staff in this welcoming setting. They smile as their key person comes to collect them from the gate. Older children happily walk into nursery as staff chat to them. Younger children reach out for staff to carry them. When children begin nursery, staff help them settle using their favourite songs and characters from books. All children receive lots of individual attention from the calm and friendly staff. Some children find the move to nursery overwhelming after periods of isolation due to the COVID-19 pandemic. Therefore, staff use an enclosed reading area to help children feel secure. Children learn through a balance of self-chosen play and adult-led activities linked to a topic. For example, children choose a puzzle from the shelf. Staff name the colours and shapes with them as they play. Later, children colour a large union flag with red and blue for the Queen's birthday.

Staff have high expectations for children's behaviour. They encourage children to help tidy up. Children listen carefully and follow directions to put resources back where they belong. They smile as staff praise them. Staff cheerfully lead the children through daily routines. Older children show a good understanding of what to do. For example, they attempt to roll their sleeves up before washing their hands. When they finish, they take themselves to the table for snack time.

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

- Staff have good knowledge of how to help children develop their physical and social skills. Older children confidently climb and balance as they use the equipment. They use their small muscles to scoop sand and make marks with chalk. Younger children smile at staff as they talk and sing to them. They begin to explore the room as they become increasingly mobile. Children learn to take turns in play as staff show them how to roll a ball to each other.
- Children are learning to identify themselves and their peers. They enjoy looking at photos and sticking their own to a board during registration time. They explore their own preferences when they choose food and drink at mealtimes. This contributes to their emerging sense of self.
- The nursery environment is carefully planned to encourage exploration. Children happily show staff what they have found. Staff talk to children about each item they pass to them. They inspire a sense of wonder as they play peek-a-boo through the coloured blocks children find. As a result, children are highly engaged in play.
- Staff frequently assess children's development. When they identify gaps in learning, they promptly introduce activities and resources that will support individual development. For example, staff bought in items that began with a particular sound to help children develop their pronunciation. This helps all

children to continue making progress across the curriculum.

- Staff work well with parents. They find out about children's different starting points and interests. They use this information to plan activities for individual children in various curriculum areas. For example, staff set up vehicles in paint to encourage creativity. As a result, children access all curriculum areas. Parents say that 'there is great communication between home and nursery for reporting progress'.
- Children visit the school grounds with staff to discover the world around them. They enjoy a yoga session in school each week. They anticipate the familiar songs and join in with actions. Children's confidence increases as they become familiar with other people and environments.
- Staff use a variety of questions to promote children's thinking skills. For example, they ask children to consider if the water is hot or cold during handwashing. However, staff do not always give children sufficient time to think and respond before asking more questions. Furthermore, they do not model words to help children answer. Therefore, children often respond with gestures rather than words.
- Leaders are mindful of the pressures on staff. They have a strong focus on well-being. Staff encourage and support each other in their practice. However, leaders have not yet organised a system to accurately identify where teaching practice could improve. This means that weaknesses in some areas of the curriculum are not resolved.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff working with children are suitable and that mandatory training is kept up to date. Staff have a good knowledge of safeguarding. They know the procedures they should follow if they have any concerns about a child's welfare. Staff receive regular training and updates, such as the risks relating to children being exposed to extreme views. Children play safely in a secure environment. Staff supervise them closely as they explore and develop their muscle control. Staff are proactive in managing allergies, providing alternative ingredients when baking to ensure all children are included.

What does the setting need to do to improve?

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

- strengthen supervision arrangements to include rigorous monitoring of staff practice in order to raise the quality of provision even further
- provide even better support for children's communication and language that includes giving children more time to answer and clear modelling of language.

Setting details

Unique reference number	2538236
Local authority	Cumbria
Inspection number	10215267
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 2
Total number of places	15
Number of children on roll	24
Name of registered person	Croftlands Infant School
Registered person unique reference number	2538235
Telephone number	01229 586565
Date of previous inspection	Not applicable

Information about this early years setting

Little Wagtails registered in 2019 and is run by a voluntary committee made up of the Croftlands Infant School governing body. The nursery employs five members of childcare staff who hold appropriate early years qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm, Monday to Thursday, and from 7.30am until 3pm on Friday.

Information about this inspection

Inspector

Susie Millward Sampson

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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- A learning walk around the setting was completed. The room leader told the inspector about the aims for the children in each area.
- Parents talked to the inspector in person and sent letters to share their views on the nursery.
- The room leader and the inspector carried out a joint observation of an activity.
- The inspector observed the daily routines, a yoga session and children playing.
- A leadership and management meeting was held with the nominated individual and the room leader.
- Relevant documentation was looked at by 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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