

Inspection of Little Faces Nursery

Unit 14, Newby Industrial Estate, Newby Road, Stockport SK7 5DA

Inspection date: 1 March 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children arrive with exceptional confidence and ready to play and learn. They receive lovely greetings from staff, demonstrating their safe and strong relationships. Children ask their friends how they feel today and make excellent links to a colour or picture which matches their mood. Children's emotional well-being is extremely well supported.

All staff wholeheartedly support the expertly planned and sequenced curriculum for physical development. They have high expectations and a firm belief of what children can achieve through excellent physical development opportunities from an early age. Staff know when to teach skills to maximise progress. Children's core strength, large movement and manipulative skills develop exceedingly well.

Children's personal and social skills are developing extremely well. Children are dismayed when they find a torn page in a book, and they immediately seek help to repair it. They decide to use tape and collaborate carefully to place the pages together and expertly manipulate the tape dispenser. They replace the repaired book on the shelf triumphantly. Children demonstrate exceptional care and responsibility for their resources.

In this highly stimulating learning environment, children play purposefully. Staff skilfully allow children to take the lead as they model and promote language which maximises children's learning. For example, as children dress up as astronauts, staff make excellent use of thought-provoking questions to extend play ideas further. Children are inspired, imaginative, inventive and intensely involved. They show superb verbal reasoning as they explain what to take with them on their space adventure. Children are developing highly creative and critical thinking skills to support their future independent learning in school.

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

- Extremely reflective and effective leaders continually improve the quality of care provided for children. Since the previous inspection, they have responded astutely to the COVID-19 pandemic. They swiftly identified gaps in children's learning. Rapid adaptations, including early language screening and support, have helped children catch up quickly. This continual drive to adapt provision in order to do the very best for the children in their care helps them sustain outstanding provision for all children.
- Staff give high priority to enabling children to develop excellent levels of independence and self-care. For example, babies and toddlers feed themselves exceptionally well using a spoon or fork. Older children use knives and forks competently and serve their own meals. At breakfast, they scoop cereal sensibly

into a bowl and pour milk accurately. They use tongs to select fruit and they butter toast precisely. All children manage their personal needs splendidly.

- Quality literature features in all areas of learning and inspires children's love of reading. Babies relish textured books, captivated as they listen to an adult read and investigate the sensory experiences. Children in the 'Rising 3's' room are engrossed in a familiar story. Older children enjoy books so much that they read wherever they are comfortable, be it in a tent or on a bike. They have an excellent understanding of how to handle books, and many demonstrate excellent early reading skills.
- The curriculum for literacy is well embedded and taught expertly through play. Children hear and say sounds in words and, for example, learn to spell simple words using jigsaw puzzles. Through an abundance of opportunities to practise, children identify and write their own names neatly. Consistently high-quality teaching, continual assessments of children's development and thorough planning ensure all children are continually learning. This ensures excellent progress.
- Parents and carers are delighted with the quality of education that their children receive. They know that their children have formed safe and secure attachments to key people and are extremely happy. Staff make excellent use of daily electronic communication. Parents comment that communication is 'fantastic'. They know what their children are learning and that they are achieving highly.
- Staff are excellent role models and have high expectations for children's behaviour. Children absolutely live up to their expectations. They understand the nursery's 'Golden Rules' and, with the sensitive, calm and supportive staff, they ably and confidently resolve their own conflicts. Behaviour is exemplary.
- The passionate and dedicated special educational needs and disabilities coordinator (SENDCo) identifies children's specific needs early. Staff work in collaboration with parents and external agencies to plan targeted support. They go above and beyond to ensure all children have full access to the curriculum, for example by adapting spaces and teaching in small groups. Highly consistent approaches to language acquisition help children whose communication skills are delayed to make rapid progress. The personalised targeted provision ensures children with special educational needs and/or disabilities (SEND) achieve their potential.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the safety of children is given utmost priority. Staff regularly update safeguarding training and have a comprehensive knowledge of relevant safeguarding matters. Staff understand and implement robust approaches to safe sleeping. For example, they check sleeping children frequently. Teaching to help children learn how to stay safe is embedded in all they do. For example, pre-school children are taught how to carry their chairs safely to the indoor play area and stack them. They know to stack chairs in fours and meticulously count them to check. Safeguarding policies and procedures at this nursery are extremely robust.

Setting details

Unique reference number	EY496263
Local authority	Stockport
Inspection number	10236766
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	106
Number of children on roll	182
Name of registered person	Little Faces Nursery Limited
Registered person unique reference number	RP535070
Telephone number	01616372281
Date of previous inspection	1 March 2017

Information about this early years setting

Little Faces Nursery re-registered in 2015 and is situated in Hazel Grove. The nursery employs 31 members of childcare staff. Of these, 25 hold appropriate early years qualifications at levels 2, 3, 5 and 6, including one with early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Day

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 managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to and interacted with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation with the deputy 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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