

Inspection of Small People Ltd

Robin House, Colston Road, Cropwell Bishop, Nottingham NG12 3BN

Inspection date: 10 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are becoming resilient and independent learners. Leaders and staff have created a unique learning environment for children. They plan and implement an ambitious curriculum that offers children most of their early education and care outside. Children have developed a love for their outdoor learning and are familiar with the routines.

Older children join staff under a canopy to revisit a favourite story book. They recall their prior learning by answering staff's questions about what will happen next. Staff skilfully introduce new learning as the story goes on, such as explaining that a lily is a type of flower. Children make funny faces when staff ask what they think the word hideous means. They remember that it means horrible. Children are building a wide and varied vocabulary.

Babies are becoming confident and able on their feet. They copy staff as they step on bubbles that land on the ground, saying, 'Pop'. Toddlers develop their small-muscle skills as they use tongs to pick up pom-poms. Staff encourage children to persevere when at first, they are unsuccessful. Children show determination to keep going until they complete the task. Older children use a safety knife to cut rings of pineapple. They follow staff's clear instruction to steady the fruit with one hand and firmly hold the knife with their other hand as they cut. Children practise skills during play that they then use at mealtimes.

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

- Leaders and staff work together to provide a safe, welcoming and positive learning environment for children. Staff attend regular training to ensure that they are confident and knowledgeable about their role and responsibilities. Leaders offer coaching and support to help staff continue to build on their practice and skills.
- Staff know what they want children to learn from the activities that they provide. They skilfully plan activities to include opportunities for all children to work towards their individual learning goals. For instance, during a reading activity, staff support some children recognise familiar letters and words, whereas they encourage other children to develop their imaginations by making props. Staff use their knowledge of child development to closely monitor children's progress. They assess what children can already do, and what they need to learn next.
- Staff use effective strategies to help children find solutions, when they approach minor conflicts in their play. For example, they suggest children rearrange the resources on a table during a play dough activity, so that all the children can easily reach what they want to use. Staff suggest the words that children could use when they want their friends to share with them. Children go on to

successfully negotiate their play interactions following the support they receive from staff.

- Staff are mindful of additional safety precautions needed to eliminate risks linked to providing children's care outdoors. For example, they remove children's outer layers before they sleep so they do not overheat. Staff regularly check children and make use of covered spaces, such as pods and yurts, to ensure that children remain dry, warm and comfortable in the wet weather conditions. Handwash stations are regularly refreshed with warm soapy water to promote children's good health and hygiene.
- Leaders and staff, in the main, communicate well with each other to share accurate and up to date knowledge of individual children's learning needs. However, recent changes within the staff team have resulted in minor inconsistencies in how and when information is shared. This means the support for some children's learning is less consistent than others
- Staff use their knowledge of children's lives at home to shape the curriculum. They recognise children's different heritages during regular culture days, where children try new foods and learn about different countries. Staff prepare children for the arrival of new siblings by frequently discussing this with them. Children are excited to tell new people that their mummy has a baby in her tummy. These activities and interactions help children to feel valued and special.
- Partnership with parents is positive. Staff work closely with parents when children first start to help inform the settling-in process. Staff provide regular updates about children's daily routines and activities. They share information about children's next steps in learning and offer ideas on how parents can continue this at home. Parents comment positively about how their children benefit from the outdoor learning environment.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen information sharing between all those involved in children's learning.

Setting details

Unique reference number	EY554345
Local authority	Nottinghamshire County Council
Inspection number	10388086
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	78
Number of children on roll	109
Name of registered person	Small People Ltd
Registered person unique reference number	RP554344
Telephone number	01158557030
Date of previous inspection	5 August 2021

Information about this early years setting

Small People Ltd registered in 2018. They are located in Cropwell Bishop, Nottingham. The nursery employs 21 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Claire Muddimer
Charlotte Whalley

Inspection activities

- The manager and inspectors completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspectors during the inspection.
- The inspectors observed the quality of education being provided outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the deputy.
- The inspectors reviewed some written feedback from parents and spoke to others during the inspection.
- The inspectors held a meeting with leaders. They reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to staff at appropriate times throughout the inspection.

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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