

Inspection of Little Crickets

Tring Park Cricket Club, London Road, TRING, Hertfordshire HP23 6HA

Inspection date: 22 June 2023

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

What is it like to attend this early years setting?

The provision is good

Children are well motivated and eager to explore the activities on offer as soon as they arrive at the nursery. They separate well from their parents, and even the young babies settle quickly. Staff warmly greet children, and they know their individual needs well. Children demonstrate a positive attitude to their learning and show an interest in the resources and activities provided. Babies learn to climb, balance and develop control as they explore a small climbing frame. Older children know the routines well. They sit on the carpet to register their names and get ready to listen to a familiar story about bubbles. Children confidently express their opinions about the story and decide whether they prefer a bath or a shower. Staff listen and respond attentively to each child's contribution. This demonstrates mutual respect towards each other.

Children become independent learners, developing skills for their next stage of learning. For example, in the baby room, children learn to feed themselves from an early age. They continue to develop these skills as they move on to each stage in the nursery. Children of all ages are kind to one another, and with some support from staff, they resolve minor conflicts between themselves.

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

- Since the last inspection, leaders and managers have worked hard to address the actions raised. For example, the nursery engages with support from the local authority early years team to improve staff's knowledge and understanding of the curriculum. This has had a positive impact on the quality of teaching and interactions with children.
- Staff provide a curriculum that uses a blend of adult-led activities and child-led play. They develop good relationships with the children, which supports their emotional development. Staff talk about where children are in their development and what they need to learn next.
- Children develop their communication and language skills well. Staff sing rhymes to babies, who show their enjoyment by waving their arms. Staff engage in thoughtful discussion and help older children with their pronunciation of words. They introduce new words as children play, which helps to build on children's vocabulary and understanding. Staff use different methods to communicate with children. For example, they use sign language and picture prompts to support children with their communication.
- Staff support children's physical development well. They give them opportunities to be active throughout the day. Children call their friends over, and together they work out how to launch a 'foam rocket'. They play collaboratively. For example, they build a life-size car from crates and planks of wood.
- Staff plan specific activities to promote children's learning in different ways.

Occasionally, some planned activities are not organised as well as they could be to fully engage children in their learning. For instance, there are times when younger children begin to absorb themselves in their learning and staff leave to get more age-appropriate resources. This results in children losing their focus.

- Children are well prepared for their transition to school. They practise dressing and undressing teddies to help them learn to do up fastenings. Staff recognise the importance of teaching children essential skills, such as developing their independence throughout their time at nursery. For example, children learn how to wash their hands and help to tidy up.
- Staff promote children's confidence through everyday engagement. Children confidently tell visitors what they enjoy about their time at nursery, especially playing with their friends.
- Children with special educational needs and/or disabilities have the support in place to ensure they make good progress. Staff support children who struggle to communicate their needs. They understand that some children need additional time and adapt their teaching accordingly.
- Parents praise the managers and staff for the support they receive. Staff work with other agencies to ensure that families get the support they need in the quickest time possible. Parents enjoy the regular updates about their children's day and appreciate the staff's guidance on how they can support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have a clear understanding of their roles and responsibilities in safeguarding. Staff receive up-to-date training and discuss safeguarding issues regularly in staff meetings. They can describe signs that might indicate a child is at risk of harm, including safeguarding issues, such as radicalisation. Additionally, staff understand the procedures to follow if they have a concern about a child in their care. This includes the whistle-blowing procedures they should follow if they have a concern about a colleague. Effective recruitment and induction procedures are in place that help to ensure that those working with children are suitable.

What does the setting need to do to improve?

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

- strengthen the planning of adult-led activities to ensure that all children can fully maintain their focus and engage in their learning.

Setting details

Unique reference number	2595930
Local authority	Hertfordshire
Inspection number	10299146
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	1 to 4
Total number of places	45
Number of children on roll	55
Name of registered person	EMK Childcare Ltd
Registered person unique reference number	2595929
Telephone number	01442890530
Date of previous inspection	12 October 2022

Information about this early years setting

Little Crickets registered in 2020 and is based in Tring, Hertfordshire. The nursery employs 10 members of staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens from 8am to 6pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Lisa Topham
Jenny Hardy

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed the premises, inside and out, and established how the provider keeps children safe.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors observed the staff interacting with the children and assessed the impact this has on children's learning.
- The inspectors spoke with staff at appropriate times during the inspection.
- The inspectors carried out a joint observation of an activity.
- The inspectors held a meeting with management.
- The inspectors sampled a range of documents that included evidence of suitability and first-aid qualifications of staff working with the children.
- The inspectors spoke with a number of parents during the inspection and took account of their views.

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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