

Little Learners Early Years Centre

Havelock Pavilion, Havelock Road, BROMLEY, BR2 9NY

Inspection date

Previous inspection date

20/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children flourish in this well-organised, welcoming and inclusive setting. They have very good relationships with staff, which help them settle quickly. They show high levels of confidence and are motivated to learn.
- Staff are meticulous about promoting children's safety and give high priority to ensuring that children are safe and well cared for at all times.
- Staff work closely with parents and keep them well informed. They gather detailed information from parents before children start, which means children's individual needs are met well.
- Children take part in a wide range of interesting and stimulating activities and experiences. They make good progress in their learning in relation to their age, starting points and capabilities.
- The management and staff team are very committed to continually developing and improving the provision. They monitor their practice closely and take effective steps to ensure positive outcomes for children.

It is not yet outstanding because

- The outdoor environment is not yet fully extended to encourage children to fully investigate natural features of their environment.
- Staff do not currently fully promote opportunities for children to select their own resources without adult help during free play sessions.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children taking part activities and during care routines.
- Discussions were held with the manager and members of staff.
- The inspector sampled records including children's files, planning, self-evaluations and staff suitability records.
- The inspector spoke to parents at the setting and read completed parent questionnaires and took account of their views.
- The inspector looked around the premises.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Little Learners Early Years Centre Limited first registered in 2000 and was re-registered in 2012 due to a change in name. It is registered on the Early Years Register. It is one of two provisions owned and managed by a private provider partnership. The setting operates from a single story building situated within the grounds of Havelock Park, within the London Borough of Bromley in Kent. There are three main classrooms, three smaller

rooms and a separate dining area used by the children. There are two enclosed areas for outside play

The setting is open from Monday to Friday from 8am to 6pm for 50 weeks of the year. It offers places to children aged from two years old to the end of the early years age range. There are currently 135 children on roll, who attend for a variety of sessions. The setting receives funding for the provision of free early education to children aged two, three and four years old. They support children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 21 staff who work directly with the children. There are two qualified teachers, one of whom has Early Years Professional Status. The manager has level 4 qualifications in both childcare and management. There are 14 staff with relevant level 3 qualifications and two who have qualifications at level 2. There are also two unqualified members of staff who provide lunchtime cover. The setting receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

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

- develop the outdoor environment and outdoor learning opportunities further. For example, make discovery resources, such as magnifying glasses readily accessible outdoors to encourage children to investigate the natural environment
- extend opportunities further for children to choose and select their own resources and materials with out adult help, to further enhance their confidence and independence during free play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff welcome all children into the setting. Staff make sure that they have a thorough understanding of each child's background, starting points and needs. For instance, they ask parents to complete a comprehensive 'getting to know you' form before children start. This ensures children's individual needs are met well and they receive appropriate support where necessary. The staff team show a good understanding of how to support children's learning through play. They plan and provide an interesting, varied curriculum that helps all children make good progress in their development. Staff carefully observe children's

achievements and use this information to identify clear next steps for their learning. They keep parents well informed about children's progress through daily discussions and regular written reports. They make sure that reports include details of children's next steps, so that parents can support their child's learning at home.

Children learn a wide range of skills and attitudes that ensure they are well prepared for next stage of learning and the transition to school. Both younger and older children listen attentively at circle time, learn to speak confidently in a group and begin to manage their own coats when they go outside. They are sociable, enthusiastic and motivated to learn. Children of all ages happily choose between the good variety of activities that staff plan and set out each day and are busy and well occupied. However, at present staff do not maximise opportunities for children to select and use resources independently to initiate and extend their own play. Currently children tend to ask for a resource, rather than choosing it for themselves.

Staff skilfully support children's language development when they listen to them carefully and ask questions to extend conversations. As a result, many children quickly gain confidence in this area. Staff create welcoming areas where children can share stories. They make good use of props and story sacks at circle time. This successfully engages children's interest and encourages their enjoyment of books. Older children begin to recognise familiar words and can form the letters of their name. Staff make good use of every day activities and routines to develop children's understanding of shape, space and number. Children measure themselves against a tower of giant bricks to find out whether they are taller. They search for different shapes hidden in a tray of straw and use their fingers to work out what four and four make altogether.

Children play outside every day and there are very good opportunities for free flow movement between the indoor and outdoor environment from all of the classrooms. At the moment, however, the outdoor environment is not as well planned and stimulating as the indoor play space. Staff make good use of some spontaneous opportunities to develop children's understanding of the natural world. For instance, they encourage children to carefully examine bird and animal footprints in the snow and draw pictures of what they can see. Children also enjoy growing and planting in tubs during the Spring. However, staff have not yet fully extended opportunities for children to explore natural resources outdoors. Children do not yet engage in challenging investigations of the environment. For example, they do not have free access to investigative tools such as magnifying glasses, outdoors to further explore things that they see.

Staff effectively extend children's skills to use everyday technology and children learn to complete simple programmes on the computer, confidently moving the mouse. They make the most of diversity to help children learn about the wider world, such as planning activities for Chinese New Year and encouraging parents to contribute items from home. Children have great fun playing imaginative games in the role play area. They re-tell familiar stories, making bowls of hot porridge for the three bears and create their own hairdressing salon to style each other's hair. They join in with songs and music sessions enthusiastically, banging and shaking instruments to make their own music.

The contribution of the early years provision to the well-being of children

Children have very good relationships with staff and each other. They come in happily and greet each other warmly as they arrive. Staff are very sensitive to children's individual needs. They support new children very effectively, allowing them to settle and gain confidence at their own pace. This means that they support children's emotional and physical wellbeing. Staff are warm, calm and patient in their approach. They provide clear guidance for all children and make sure they are familiar with expectations. This helps children behave well and there is a calm, purposeful atmosphere at the setting. Younger children learn to take turns as they wait for the sand timer to finish and remember to do some 'good sharing' when they use the slide.

The setting is welcoming and well-equipped. Staff provide a wide variety of good quality, age-appropriate play materials and resources. Staff use resources well to create an interesting and well planned indoor learning environment, though children are not always fully encouraged to choose resources independently. Staff give high priority to children's safety and wellbeing. They conduct thorough checks of the premises each day and act very quickly to resolve any issues that arise, arranging repairs straight away if needed. As a result, children move safely and confidently around the setting. They develop a good understanding of risks and how to keep themselves safe when they remember golden rules such as only running outside. Staff involve children in regular fire drills, so everyone knows what to do in an emergency.

Staff promote children's understanding of healthy practices very well. They are vigilant in reducing the risk of cross-infection, for instance asking visitors and children to use hand gel when they arrive. Children understand that they need to wash their hands before they eat because of germs. They begin to manage their own personal needs when they go and get a tissue to blow their nose when they need one. Children benefit from varied, nutritious meals and snacks that are freshly prepared on the premises. There is a choice of menu every day to ensure that everyone enjoys their meal, and any dietary needs are taken into account. Children choose from a good variety of fruit at snack time and enjoy healthy meals such as fisherman's pie or a jacket potato for lunch. Children have fun practising their physical skills outdoors every day, as part of a healthy lifestyle. They climb the steps to the slide, join in with the action songs outside and successfully manoeuvre around obstacles on their bikes. They learn about their bodies when they recognise that their hands feel cold after playing outside and they can warm them up by washing them with warm water.

The effectiveness of the leadership and management of the early years provision

Clear and highly effective arrangements are in place to safeguard children's welfare. Staff have a thorough understanding of their responsibilities towards the children in their care and the need to provide a safe environment. There are robust recruitment procedures in place that ensure children are cared for by appropriately vetted and well qualified staff. A comprehensive process for induction and mentoring ensures policies and procedures work

very effectively in practice. All staff complete child protection training as part of their induction. All required documentation that supports the smooth day to day running of the setting is in place and is well organised and comprehensive. The centre benefits from a well-established, experienced staff team who work very well together. They share tasks and responsibilities effectively throughout the day, such as supervising the snack bar or planning a creative activity. The management team encourage staff to develop their skills and knowledge by attending local courses. Their performance is closely monitored through a well-planned system of supervision and appraisals. As a result, the staff group is well trained and supported.

Staff have a good understanding of the learning and development requirements. They plan a broad, well balanced educational programme for children and monitor all children's progress closely, for instance by using tracking sheets. They seek appropriate interventions and support for any children with identified needs and adapt activities and routines effectively where needed. For instance, they include all children in regular small group sessions to develop their listening and attention skills, as well as joining larger circle times. The management team are very committed to continually improving the setting and offering high quality provision. They rigorously monitor and review the setting and take well-targeted steps to address any areas for development. For instance, systems for providing regular written feedback to parents were reviewed and updated following the results of a recent parent questionnaire. Consequently, parents are now very well informed about their child's progress.

Staff have very good relationships with parents, who are warmly welcomed into the centre.

Parents express their appreciation of the friendly, experienced and consistent staff team. They feel very confident that their child is safe, well cared for, and well prepared for the eventual move to school. Parents have access to a wealth of information about the setting through policies and procedures, notice boards, newsletters and photos and displays in the entrance lobby. Staff share information effectively with other early years settings that children attend, initiating contact with them and establishing clear links. They also work closely with other professionals to ensure that any children who have additional needs are supported effectively. As a result, all children experience a consistent approach to their learning and care.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY451695
Local authority	Bromley
Inspection number	811620
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	78
Number of children on roll	135
Name of provider	LLEYC Limited
Date of previous inspection	Not applicable
Telephone number	0208 4660808

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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