

Little Leaders Daycare

Victoria Hall, School Lane, Rothwell, Kettering, Northamptonshire, NN14 6HZ

Inspection date	23/10/2014
Previous inspection date	02/12/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress towards the early learning goals because staff know them well and effectively support their learning needs.
- Children feel safe and secure in this friendly setting. This effectively supports their emotional well-being.
- Owners and staff have a very good understanding of all aspects of safeguarding including child protection. This ensures that children remain safe while in their care.
- Effective monitoring and tracking systems make sure that targets for future development are identified and that continuous improvements are made to the provision to better support children's learning.
- Partnership working with other professionals and agencies effectively supports children with special educational needs and/or disabilities and children who speak English as an additional language, as they move on to nursery or school.

It is not yet outstanding because

- Parents' involvement in their children's learning is not optimised because in a very few instances they do not engage with the strategies used by staff.
- Children's opportunities to explore and investigate the natural features of the world around them are not maximised.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children engaged in free choice play and take part in planned activities indoors and outside and discussed these observations with the manager.
- The inspector completed a joint observation with the manager in the outdoor area and discussed this with her.
- The inspector looked at children's assessment records and planning and tracking documentation.
- The inspector checked all the areas of the setting used by the children.
- The inspector checked evidence of suitability of the owners, staff and students, and talked with the owners about the setting's self-evaluation and improvement plans.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Anne Archer

Full report

Information about the setting

Little Leaders Daycare was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting provides out of school care and pre-school education. It operates from the Victoria Hall which is situated in the market town of Rothwell near Kettering in Northamptonshire. It is privately owned and managed. The out of school club and pre-school serve the local area and are accessible to all children. There is an enclosed area available for outdoor play. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one member of staff is working towards this qualification. The setting opens Monday to Friday during local school term times only. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 47 children attending including 27 who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- engage children more in outdoor activities that further support their interest and curiosity in the world around them

- enhance the good partnerships with parents by finding creative solutions to engage effectively with all parents in their children's learning.

Inspection judgements

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

Children attending this small out of school club and pre-school make good progress towards the early learning goals, taking into account their starting points and capabilities. The owners and their staff team understand how to implement the Early Years Foundation Stage and recognise the uniqueness of each child. As a result, children's development and learning is well supported and they gain the key skills needed for their future learning. Children spend the day involved in activities that are planned for them individually and they are supported by the staff to ensure learning opportunities are maximised. This ensures that staff are able to meet the learning needs of all children, including those who speak English as an additional language and those with special education needs and/or disabilities. Observations are carried out on children as they play so that staff are accurately able to identify new interests and potential next steps in their learning. This enables them to quickly change plans to accommodate new interests or a change in

learning style. Regular assessments of children's progress effectively support their future learning needs. Strong teaching techniques enable children to be active learners. Children are motivated and engage in the well-balanced adult-led and child-initiated activities. As a result, children acquire the skills they need to be ready for school, when the time comes.

Children are able to instigate their own learning throughout the setting. For example, when a child is observed intently building fences around the toy animals, staff make sure that similar resources are available to the child at the next session so that the play can be extended. Parents and carers comment that they have noticed progress in their children's development, particularly their speech, since joining the pre-school. Staff are skilled in extending children's play. They engage them in conversation while they play to encourage critical thinking and to develop language. They understand the characteristics of effective learning and how children learn through play that follows their own interests and takes account of past experiences. The outdoor play area is a valuable and enjoyable resource which children access through much of the day. However, much of the outdoor environment is used for physical play and children have fewer opportunities to explore and investigate the natural features of the outdoors, such as plants and wildlife.

Staff work closely with parents to establish individual educational programmes. Parents are provided with a range of opportunities to support their children's learning, such as 'stay and play' sessions. They are also able to contribute to their children's learning journal by adding family photographs and snippets of information. This provides the child's key-person with information they can use to enhance the child's development. In addition, there is time for parents to talk with a member of staff at the end of the session. However, staff have not been able to engage a few parents in these valuable strategies to support their children's learning.

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

The key-person system contributes to children's feelings of well-being and security as there is always a person to attend to their needs who knows them well. All staff and children are familiar to each other which ensures that children's emotional well-being is extremely well fostered. The busy, yet calm atmosphere within the setting enables children to settle quickly. Each key-person shares information with parents on a daily basis ensuring that changing needs are quickly met. There are also formal meetings between parents and key staff where children's development and progress are discussed and decisions made about additional support needed to help children make a confident move to other settings or school. Supportive arrangements exist between the setting and the local nursery and infant school, so that children who are shortly to move up become familiar with their setting. This prepares children well by reducing any anxieties they may have and helps them to feel excited and look forward to their move.

Children enjoy nutritious, healthy snacks which they often make up themselves. For example, they may spread butter on a cracker and add a slice of cheese or apple. Account is taken of children's dietary needs and parental preferences. Children develop many independent skills as they help themselves to the fruit or cheese and biscuits and pour drinks of water or milk. Those arriving in time for breakfast also select their own cereal

and pour on the milk. Staff sit with the children at meal times so that children learn through role modelling, how to eat their food and develop good manners. There is lots of chatter during lunch as adults and children talk about their morning activities and anticipate what they might do in the afternoon.

Children behave well. They learn what is expected of them in this nurturing environment and on the rare occasions when their enthusiasm overcomes their sense of fair play, staff quietly intervene to remind them about the rules of sharing and being kind. Children are very receptive to what staff say, they listen and respond well and show that they understand the consequences of their actions. As a result, children's behaviour is good and they are becoming increasingly responsible, which prepares them well emotionally for their future move to nursery or school. They show that they are developing their sense of safety and are able to recognise dangers and address these. For example, children develop balancing skills by walking across the logs they have made into stepping stones. They learn how to climb safely on the equipment and to take appropriate risks when they play outside. At other times, children join in action rhymes and songs or enthusiastically learn to use a variety of tools in the mud kitchen.

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

Everyone working at the setting understands the importance of safeguarding and child protection. Rigorous recruitment and induction procedures ensure the staff are suitable to work with children. Confirmation of staff suitability checks and qualifications are appropriately kept and everyone knows their role and responsibility relating to child protection. The owners are fully aware of their role to report and investigate any concerns in line with their Local Safeguarding Children Board and to work with other agencies to support families in need. Any concerns raised by parents are taken seriously, thoroughly investigated and dealt with accordingly. Staff do not use personal phones and cameras during opening hours and everyone signs up to the setting's social media agreement to further protect children. Detailed risk assessments and routine safety checks of equipment and resources contribute significantly to children's safety.

The setting meets all the requirements of the Early Years Foundation Stage. It provides a welcoming environment where children are valued and respected. The owners and staff team want the best for the children who attend. Self-evaluation and critical reflection, that takes account of the views of children, parents and other partners, form part of the setting's development process. This ensures that everyone has a clear understanding of their strengths and has an opportunity to be involved in the identification of areas for future improvement. Staff work together well and are supportive of each other. Peer on peer observations, staff meetings and regular training ensure that any potential areas of concern are quickly identified and dealt with so that the setting continues to provide a quality service.

All required documentation and record keeping for the safe organisation and management of the provision are effective in ensuring the smooth running of the setting. There is a strong partnership with parents, however, a small number of parents find it more difficult

to contribute to their children's learning. Parents comment on how much they value the pre-school provision for their younger children and the out of school club for their older children. The effective monitoring of children's progress means that staff quickly identify where additional support may be needed and provide it immediately by adapting or changing activities. Strong links with other agencies and other providers, such as on transfer to nursery or school and for children with special educational needs and/ or disabilities, ensure that children's specific learning needs are familiar to the new setting and can be planned for.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY465709
Local authority	Northamptonshire
Inspection number	962946
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	47
Name of provider	Little Leaders Daycare Partnership
Date of previous inspection	02/12/2013
Telephone number	01536 601294

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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, which are usually the childminder's 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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