

Inspection date	4 March 2015
Previous inspection date	18 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching across the nursery is very good and some is outstanding. Children progress well as staff have high expectations of them. They provide challenges that effectively promote children's learning and development.
- Staff are very good role models. They give children clear explanations and instructions about how to keep themselves and others safe. Consequently, children are very polite, well behaved, and considerate to the needs of others.
- Staff have a secure knowledge of how children learn and develop. They nurture children's confidence and self-esteem through giving positive praise for their efforts and achievements. Consequently, children are motivated to learn and demonstrate high levels of concentration as they play.
- Well-established and effective relationships with parents and other provisions children attend ensure children receive consistency in their care and learning. Partnerships with other professionals are successful and ensure children get any additional support they may require.
- Staff are well trained in safeguarding and child protection. They know the procedures to follow should they have concerns about a child's welfare. Managers have robust recruitment and supervision systems in place to ensure staff are suitable to care for children.
- Management and staff work well together in implementing the requirements of the Early Years Foundation Stage. They provide children with calm and well-organised routines. As a result, children feel safe, secure and have a strong sense of belonging.

It is not yet outstanding because:

- Staff do not fully make the most of small group activity times in order to focus on and enrich children's individual next steps of learning.

What the setting needs to do to improve further

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

- enhance the planning of small group focus activities. For example, by matching the activity to support children's individual next steps in learning more precisely in order to maximise the already good progress children make.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the nursery and nominated persons.
- The inspector spoke with the manager, nominated person, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the nursery's self-evaluation form and improvement plans.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Jacky Kirk

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff support children's communication, language, and literacy development exceptionally well. At welcome time, children listen attentively to what staff and their peers have to say. Staff use hand puppets to engage children in conversation, which supports their speaking, and understanding skills. Older children recognise and confidently say the phonic sounds of letters within their name. Staff support children's early writing skills well. For example, children enjoy chalking, playing in sand, and using water and paintbrushes to create their own artwork on outdoor walls. Children confidently use the computer and know how to load interactive games and turn down the volume. Children also learn about technology through their imaginative play. For example, they create a mobile phone shop in the home corner using small pieces of old electrical equipment staff provide. Children use mathematical language to describe items, such as the 'big, big doll'. Staff then skilfully extend children's vocabulary as they introduce words, such as huge and gigantic.

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

Children and their families are welcomed into the positive and nurturing nursery environment. Children seek out staff for hugs and confidently ask for help when needed. Children demonstrate good independence skills, such as, putting on their coats, pouring their own drinks and managing their own personal needs. Children have regular access to outdoors. They experience risk and challenge appropriate to their age because staff provide a range of equipment that supports this. Consequently, children learn to climb, balance, jump and scoot well. Staff provide children with healthy snacks. Lunchtime conversations help children to learn that some foods, such as cheese, helps makes bones strong. Consequently, children develop a good understanding of the importance of a healthy lifestyle. Children settle quickly because staff work closely with parents. This ensures children are emotionally well prepared for moves within the nursery and on to other provisions, such as school.

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

Managers are experienced and lead a dedicated staff team who are committed to improving children's attainment and the nursery provision. Management achieve this by regularly evaluating the educational programme and taking into account the views of staff, parents and children. A successful programme of professional development helps staff to improve their childcare knowledge, which they disseminate to other team members. Managers ensure staff implement the nursery's policies and safe working practices, which help to keep children safe. Staff conduct regular risk assessments of the environment and involve children in helping to keep the nursery floor clear to prevent tripping hazards. Effective systems of observing children's achievements are in place. This enables staff to plan interesting and challenging activities that support their progression. However, there is scope for staff to improve the planning of small group activities so that they focus more precisely on supporting children's individual next steps of learning.

Setting details

Unique reference number	EY367483
Local authority	Lincolnshire
Inspection number	863880
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	22
Name of provider	Littleleaps Ltd
Date of previous inspection	18 October 2011
Telephone number	01476 575205

Littleleaps nursery was registered in 2008. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, and one holds Early Years Professional status. The nursery opens from Monday to Friday throughout the year and closes for Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery 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.

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