

The Littletons School Nursery Ltd



The Littletons School, Farm Lane, South Littleton, Evesham, Worcestershire, WR11 8TL

Inspection date	4 June 2015
Previous inspection date	10 September 2008

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not make precise assessments of children's development or consistently plan for their next steps in learning to ensure all children make the best possible progress.
- Leaders do not effectively monitor children's assessments or the quality of teaching in the nursery. As a result, children's learning is not always maximised and there are inconsistencies in the quality of teaching.
- Staff do not offer a consistent approach to the behaviour management of all children.
- Younger children do not always benefit from quality, focused support because they do not spend enough time with their key person or key group, and some activities are not developmentally appropriate.

It has the following strengths

- Children enjoy their time in the nursery. They make choices from a wide range of resources in both the indoor and outdoor environments, which contribute to their steady progress.
- Staff have a sound knowledge of child protection and know how to deal with a concern. This means that children are suitably safeguarded.
- Parents are kept informed about their children's development through daily discussions with staff, their child's daily diary and termly parents' evenings.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make better use of observations and assessments to consistently identify children's individual next steps in learning and use these to plan challenging and purposeful activities that enable all children to make good progress
- implement better systems for monitoring children's assessments and staff performance to ensure children make good progress, assessments are precise and any weaker practice is quickly identified and tackled promptly
- manage children's behaviour in an appropriate and consistent way, so that children understand the behavioural expectations that staff have of them, such as respecting others, and the consequences of them not meeting these expectations.

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

- enable key persons to spend time with their key children and key groups in order to focus specifically on age-appropriate activities.

Inspection activities

- The inspector observed teaching and learning activities in the indoor and outdoor learning environments.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the supervisor.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents who were spoken to on the day of inspection.

Inspector

Tina Smith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff plan play activities around children's interests. These are varied and cover all areas of learning. However, teaching is variable and some activities do not meet the needs of all children, particularly those in the younger age range. At times, staff do not consider the type of resources used and the length of time the activity takes, for example circle time. Consequently, younger children lose interest and their learning is not maximised. Staff regularly observe children during play and use this information to assess their progress. However, assessments are not always precise and used to consistently plan activities to move children forward in their learning. For example, staff do not support young children's progression from a beaker to a cup. Children enjoy their play, using their imaginations in the role-play area, pretending to eat ice cream. Staff place a generally good emphasis on developing children's language and literacy skills, which prepares them for school. They enjoy listening to stories, looking at picture books and enthusiastically join in action songs.

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

Children develop good relationships with staff as they are kind and caring. Their self-esteem and confidence are promoted through show-and-tell sessions where they share something from home with the group. A key-person system is in place, however, staff do not spend enough quality time with their key children. As a result, they are not fully aware of their key children's individual needs, and activities are not always planned appropriately. Children generally behave well. However, on occasion staff do not reinforce behaviour expectations, such as not hitting. As a result, children are not made aware of the consequences of their actions. Children play daily in the outdoor area, as well as weekly trips to the on-site Forest school. They are beginning to learn about the importance of healthy lifestyles. Staff encourage children to eat all of their food at lunchtime and children take part in exercise sessions, both indoors and outside.

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

The nursery is suitably led by the well-qualified management team. However, this has not ensured that children make good progress. Leaders carry out supervision sessions with staff and they have regular access to training. However, leaders have yet to implement ways to successfully monitor children's assessments as well as the quality of teaching. Consequently, not all children make good progress and there are inconsistencies in teaching. There are appropriate systems in place to ensure the safeguarding and welfare requirements are met. Staff attend safeguarding training, which means they understand what to do if they have concerns about a child in their care. Good recruitment procedures ensure that staff are suitable for their role. Partnerships with the on-site school are good and children regularly participate in school activities. This helps to prepare them emotionally for the move there when the time comes.

Setting details

Unique reference number	EY303869
Local authority	Worcestershire
Inspection number	856548
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	39
Name of provider	The Littletons School Nursery Limited
Date of previous inspection	10 September 2008
Telephone number	01386 830 695

The Littletons School Nursery Ltd was registered in 2005. The nursery employs six members of staff. Of these, all hold appropriate early years qualifications at level 2 or 3. The manager has a foundation degree in early years. The nursery opens Monday to Friday, term time only. Sessions are from 8.50am until 3.10pm. The nursery provides funded early education for two-, three- and four-year-old children.

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