

Lechlade Little Learners

Wharf Lane, Lechlade, Gloucestershire, GL7 3AU



Inspection date

22 June 2015

Previous inspection date

24 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Management does not have suitable arrangements to ensure that all staff members receive induction training. Therefore, they do not receive the information they need to be fully aware of their roles and responsibilities.
- Staff do not consistently reinforce the rules for appropriate or expected behaviour in the setting. This means some children receive mixed messages and do not learn what is expected of them. This also breaches the requirements of the voluntary part of the Childcare Register.
- Staff do not provide children with sufficient opportunities to develop and improve their early mathematical skills. As a result, children are not encouraged to make good progress in this area.
- Staff miss opportunities to build on and support children's interests in writing. Therefore, they are not promoting children's literacy development consistently.
- Management do not fully incorporate the views of parents and children when evaluating the provision in order to effectively identify and act on areas for improvement.

It has the following strengths

- Management and staff provide children with a welcoming, bright, spacious play environment, where resources are easily accessible and attractively displayed.
- Parents receive plenty of information to develop a good understanding of how they can build on their children's learning at home.
- Management and staff have a secure understanding of the signs and symptoms of abuse and neglect. This helps to ensure they keep children safe from harm.

What the setting needs to do to improve further

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

- implement robust induction arrangements to provide the manager and staff with clear information about their roles and responsibilities
- improve the methods used to manage children's behaviour by providing consistent messages and boundaries so that children always know what is expected of them
- improve the teaching of the educational programme for mathematics by providing children with opportunities to develop and improve their mathematical skills to a consistently good level as they play.

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

- extend children's literacy development further by providing consistent opportunities to develop and practise their early writing skills.
- improve the self-evaluation process to include the views of parents and children, and strengthen the links between identified priorities and plans for improvement that supports children's achievements over time.

To meet the requirements of the Childcare Register the provider must:

- ensure children's behaviour is managed in a suitable way (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, inside and out.
- The inspector met with the setting leaders and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.
- The inspector completed a joint observation with the setting manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Julie Swann

Inspection findings

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

Although the new manager has made many positive changes during her short time in post, the teaching of mathematics is not good enough. The manager and staff undertake thorough observations of children and use this information effectively in order to plan challenging and precise experiences for all children. Consequently, they make sound progress in most areas of learning. Children enjoy interacting with staff through ongoing discussions and role-play situations. For example, children spoke on the telephone as they role-played speaking to their grandparents. Children also enjoy looking at books and sharing stories that provide them with opportunities to point out familiar words. This helps children understand that text has meaning in readiness for school. Children spontaneously build structures, collect natural resources and notice size and shape during play. However, staff do not use this interest to further children's early mathematical learning.

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

An established key-person system helps to ensure that all children form secure emotional attachments with their 'special person'. This supports their confidence and well-being. However, staff do not always manage children's behaviour in a consistent way. For example, they sometimes do not reinforce good behaviour or explain why children should not do things. Despite this, children are happy and settle well. Staff promote children's health through regular fresh air and exercise. For example, children skilfully climbed, balanced and are involved in growing their own fruit. However, whilst outdoors, staff miss opportunities to consolidate children's early writing skills as they write for them. This means children are not always encouraged to practise their early literacy skills.

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

Since the last inspection, management have met all the actions set and made clear improvements to meet the requirements of the Early Years Foundation Stage. They have notified Ofsted of all changes to the management committee and have obtained Disclosure and Barring Service checks for all committee members and adults in the setting. This means the processes for checking staff suitability have all significantly improved. However, there is no consistent system for informing staff of their roles and responsibilities. Despite this, management effectively promote children's safety. They monitor the quality of teaching and children's progress. This has helped to identify staff training needs, such as learning and development training, to promote outcomes for children. Management and staff have good links with other settings and schools, which benefits children. There are systems for evaluating the quality of the setting. However, parents and children have not been involved in this process to ensure their views are considered.

Setting details

Unique reference number	101484
Local authority	Gloucestershire
Inspection number	1007841
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	27
Name of provider	Lechlade Little Learners Committee
Date of previous inspection	24 February 2015
Telephone number	01367 253653

Lechlade Little Learners registered in 1993. It is situated in the grounds of St Lawrence Primary School, Lechlade, Gloucestershire. The setting is open every morning from 9am until 12pm. It offers a lunch club from 12pm to 1pm and afternoon sessions from 1pm to 3pm on Monday, Tuesday, Thursday and Friday. There are six members of staff, of these, one holds Qualified Teacher Status, one holds an early years qualification at level 5 and three hold qualifications at level 3. There is one member of staff who is working towards an appropriate qualification.

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