

Little Learners Pre-School (Harrow)

Welldon Centre, Welldon Crescent, HARROW, Middlesex, HA1 1QR



Inspection date

20 July 2015

Previous inspection date

9 February 2010

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:

- Children's behaviour is not managed consistently well by staff, particularly at lunchtime, and their behaviour deteriorates during this period.
- Managers do not use their qualifications well to check that the quality of teaching is good. Teaching varies so children do not make consistently good progress.
- Staff do not promote children's independence consistently so they are well prepared for school.
- Not all staff allow children time to respond to questions, so children do not have the chance to think and compose a reply. This weakness slows their progress.

It has the following strengths

- Leaders have robust recruitment procedures. They continue to check the suitability of staff to work with children, which means children are cared for by staff who are suitable for their roles.
- Staff manage times of change well for children when they move from home to nursery and when they move to new rooms within the nursery.
- Leaders and managers understand their roles and responsibilities in providing a safe environment for children, and make sure that staff keep children safe.
- There are positive partnerships with parents and others involved with the children. Parents receive some guidance on how to support their children at home to aid their children's progress.

What the setting needs to do to improve further

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

- ensure staff manage children's behaviour consistently well especially at lunchtimes
- improve the quality of teaching so that it consistently extends children's learning and they make good progress.

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

- improve how staff help children to be independent to prepare them well for school
- develop children's ability to think and give explanations by allowing them time to respond to questions.

Inspection activities

- The inspector undertook a joint observation with the manager.
- The inspector held an interview with the manager.
- The inspector talked with children, staff and parents to gain their views on the nursery.
- The inspector observed staff practice with children and the children's play, indoors and outside.
- The inspection examined a sample of documentation, including staff and children's records, and planning paperwork.

Inspector

Havva Pavli

Inspection findings

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

Teaching and learning is not of a consistently good quality throughout the pre-school. Staff do not always allow children time to answer questions before supplying the answers themselves, which prevents children from thinking about the challenge presented. Nevertheless, staff are deployed appropriately to play with children, which helps children make some progress in their learning. Staff use observations and assessment to plan for what children need to learn next, which helps children's learning build on what they already know and can do. The staff promote good working practices with parents. Parents are kept informed of children's daily routines and progress.

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

The key-person approach helps children to form appropriate bonds with staff. Staff support children well when moving from one room to another, so children settle into their new environment confidently. This means they are happy to explore the play resources. Children play well together most of the time. For example, they enjoy cooperating to construct aeroplanes from large wooden blocks. However, some children do not always behave well because staff give inconsistent messages. For example, some staff fail to praise children when they achieve something and not all intervene when children behave inappropriately. This is particularly so at lunch time when children try to eat with forks that are too large for them to handle easily and they start to annoy other children. This behaviour is not addressed by staff. Nevertheless, for most of the time, children behave appropriately. Staff do not always do enough to help children to become independent in readiness for school, such as by encouraging them to do personal tasks when capable.

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

Leaders and managers use vigorous risk assessment to establish a safe learning environment. They make sure that staff know how to protect children's welfare. Leaders and managers evaluate their practice to develop it further. They have addressed the issues from the previous inspection and changes made have improved the assessment process. They monitor staff performance and they provide training and development opportunities. For example, staff have undertaken training in safeguarding and receive guidance from room leaders. However, these checks on staff performance and the impact that this has on children's progress are not fully successful. In particular, the lack of consistency in staff practice has not been identified and addressed in relation to behaviour management and providing challenges for children. Staff do not have high enough expectations of children and this has led to the drop in overall standards.

Setting details

Unique reference number	EY394659
Local authority	Harrow
Inspection number	987827
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	88
Number of children on roll	104
Name of provider	Little Learners Pre-School (UK) Ltd
Date of previous inspection	9 February 2010
Telephone number	07956 286 572

Little Learners Pre-School is located in a community centre in the London Borough of Harrow and registered in 2009. The pre-school is open each weekday between 8am and 6pm, all year round. It is funded to provide free early education for children aged two, three and four years. There are 28 staff employed to work with the children; all but three hold appropriate early years qualifications.

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