

Little Learners Nursery

Bayton C of E Primary School, Bayton, Kidderminster, Worcestershire, DY14 9LG



Inspection date	22 October 2015
Previous inspection date	18 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is good. Well-qualified practitioners know the children well and have a secure knowledge of how children learn. Children make good progress in all aspects of their learning and development in readiness for school.
- Children's communication and language is promoted well through good practitioner understanding and practice.
- Practitioners are good role models. They speak to children in a calm and respectful manner. This helps children to understand how to manage their own behaviour and make friends. Children enjoy close and caring relationships with their key persons, who help them to feel settled and secure, and therefore, ready to learn.
- Partnerships with parents, local schools, agencies and other providers work well, and make a strong contribution to meeting children's needs. There are good procedures in place to ensure children's smooth move to school.
- Robust attention is given to promoting children's good health. They are provided with healthy snacks and well-balanced meals. Children have very good opportunities to play outdoors and this contributes significantly to their physical development and well-being.

It is not yet outstanding because:

- The nursery does not always seek enough information from parents when children first start to help them plan precisely for children's learning from the outset.
- Staff do not always make the most of opportunities to enhance children's independence skills.

What the setting needs to do to improve further

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

- find out more about children's prior learning and development when they first begin to attend and establish clear starting points in children's learning
- provide even more opportunities for children to develop their independence skills.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. The inspector looked at a sample of policies, children's learning and development records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children and the nursery's improvement plans.
- The inspector took account of the views of practitioners. She also took account of the views of parents spoken to on the day of inspection, and recorded their written testimonials about the provision.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All legal requirements are met. Effective, well-focused self-evaluation works well to improve the provision and the quality of care, teaching and learning. Outcomes for children are good because the manager and practitioner team hold high expectations of what children can achieve. They provide a highly effective learning environment and experiences that get children off to a good start in their learning. Children are well prepared for the next stage in their learning and are ready for school. Children's progress is checked closely to identify any gaps in their learning and development. This ensures children receive any additional support they may need. A good range of training has been completed to promote safeguarding within the setting and children's communication and language skills. Parents speak very highly about the provision, the enthusiastic practitioners and the very good progress their children make.

Quality of teaching, learning and assessment is good

Practitioners help children to learn in many different ways and use effective teaching strategies to engage children in their learning. They have good interactions with children, and encourage them to question, explore ideas, enjoy their learning and have fun. They take good account of children's interests when planning activities and use their observations effectively to plan children's next steps in learning. Parents are encouraged to share information about their children's learning and development at home. Practitioners constantly review the learning environment and the organisation of group sessions to ensure the needs of the younger children in the group are met. Well-planned activities and interactions have a good impact on children's personal development, as well as their number and language skills. Children love to play with sand, water, paint and dough. Children weigh and measure ingredients while cooking their 'dinosaur' biscuits, and use a good range of resources which support their make-believe and pretend play.

Personal development, behaviour and welfare are good

Children's health, welfare and well-being are promoted successfully. They play and learn in a relaxed, welcoming and stimulating environment. Children are confident, keen and enthusiastic learners who love to explore the wide range of activities available to them. Children's behaviour is very good and practitioners guide children carefully to understand about sharing, taking turns and being kind to others. They work alongside children to build their confidence, using praise and encouragement. Children learn how to keep themselves safe as they play and take part in activities, such as using equipment while playing outside.

Outcomes for children are good

Children make good progress in their learning, this includes children who receive funded early education. Children make choices about their play and are developing confidence to express themselves and share their views.

Setting details

Unique reference number	205287
Local authority	Worcestershire
Inspection number	854372
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	24
Number of children on roll	84
Name of provider	Judith Kathlyn Bunn
Date of previous inspection	18 October 2011
Telephone number	01299 832855

Little Learners Nursery was registered in 1997 and operates from premises in the grounds of Bayton Church of England Primary School in Bayton, Worcestershire. The nursery employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 3, and one who holds a level 2 qualification. The nursery opens from Monday to Friday, all year round, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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