

Inspection date	22 October 2015
Previous inspection date	28 November 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

- Staff consistently promote positive behaviour. They act as good role models as they teach children how to be polite and kind to each other. Children are taught to work cooperatively with each other and value the ideas of others. As a result, children behave very well.
- Staff use effective teaching methods to enhance children's learning. They provide children with a wide range of experiences across all areas of learning both indoors and outside. Consequently, children are motivated and interested to learn.
- Partnerships with parents are strong because staff work very closely with them to identify and promote children's individual learning needs. Staff give parents ideas about how they can extend children's learning at home.
- The manager carefully monitors staff's assessments of children to swiftly identify any gaps in their learning and development. This helps to ensure all children make good progress in their learning.
- Children confidently move on to school. They already know the school staff, pupils and premises. Staff from the pre-school and school plan regular shared activities. Children attend school assemblies and special celebrations.

It is not yet outstanding because:

- Occasionally, staff do not make the most of opportunities to extend children's interest and curiosity.
- Staff do not always provide enough opportunities for children to develop their independence.

What the setting needs to do to improve further

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

- follow up on children's comments and interests to extend their learning and enjoyment
- make better use of opportunities to support children's growing independence.

Inspection activities

- The inspector took a tour of the setting 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 pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the self-evaluation, policies and procedures, and evidence of the suitability of staff working at the setting.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Teresa Lester

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff follow procedures carefully to promote children's well-being and safety. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. The manager and staff work well as a team, promoting continuous improvement. Parents' and children's views are sought and their ideas used to help improve practice. Staff form successful partnerships with other early years settings and schools. They regularly share information with them to promote continuity of care and consistency in children's learning. Staff have regular supervision. They are supported to develop their knowledge through external courses and in-house training. They use their new knowledge in practice, demonstrating the use of effective teaching strategies.

Quality of teaching, learning and assessment is good

Accurate assessment of what children can do is used to good effect and learning opportunities are planned for each child. Children enjoy their activities and are keen to take part because the staff ensure the planning is led by children's interests. Teaching is good. Children enjoy the positive involvement of the staff in their activities. Staff show a genuine interest in what children are doing and encourage them to play and explore, asking well-placed questions that contribute to and extend their learning. However, occasionally when children show interest and curiosity during activities, staff do not extend this in order to further enhance their learning. Staff model language and help to extend children's vocabulary by introducing new words. Children are given plenty of opportunities to make marks, count and solve number problems as part of the daily routine.

Personal development, behaviour and welfare are good

Children benefit from daily opportunities to play outside. They are able to safely take part in a wide range of outdoor activities that covers all the areas of learning. Children learn about the area they live in through regular trips out into the community. Children learn to respect and celebrate each other's differences. Parents share examples of their own cultures and home languages. For example, a parent recently read a story to the children in her home language. Staff ensure children's physical well-being and good health. Children are provided with healthy snacks and children learn about hygiene and the importance of washing their hands after playing outdoors and before eating. Resources are stored and organised so that children can independently access them and select their own play. However, staff do not always make the most of other opportunities to promote children's independence further.

Outcomes for children are good

All children are making good progress. Their individual care and learning requirements are managed well by the staff who respond positively to their changing needs. Children are well prepared for the next stage in their learning and for moving on to school. They make choices and learn to share and work together.

Setting details

Unique reference number	EY416756
Local authority	Lincolnshire
Inspection number	850054
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	24
Number of children on roll	42
Name of provider	The Meadows Primary School Governing Body
Date of previous inspection	28 November 2011
Telephone number	01522721708

Little Learners was registered in 2010. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 6. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

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