

Little Learners Pre-School

Grassmoor Community Centre, New Street, Grassmoor, CHESTERFIELD, Derbyshire,
S42 5EE



Inspection date

Previous inspection date

4 December 2015

8 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Managers and leaders are ambitious and continually reflect on what they provide for children. They have a clear understanding of the strengths of the pre-school. They take prompt action to make effective improvements where they identify a weakness.
- Children make good progress from their starting points because teaching is good. Staff understand and effectively use a range of strategies that extends children's learning during play.
- Partnerships with parents are very strong. Information from parents helps staff to make precise assessments of what children can do. Staff accurately identify what children need to learn next. This helps them to plan challenging activities to support children's learning.
- The pre-school provides children with a welcoming and stimulating environment. Children are motivated to learn as they use a varied and interesting selection of resources and activities.
- Children are well prepared and supported as they move on to their next stage of learning. There are good partnerships with the other settings children attend and the local schools.

It is not yet outstanding because:

- Managers do not make incisive evaluations of the impact staff's practice has on children's learning. Therefore, professional development has not been rigorous enough to successfully drive the quality of teaching to an outstanding level.
- Staff do not always make the most of what they know about individual children's interests and learning preferences.

What the setting needs to do to improve further

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

- introduce more effective ways to evaluate staff practice to further drive the quality of teaching to outstanding
- enhance the quality of observations so that they include even more detail about how children prefer to learn.

Inspection activities

- 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 sampled children's development records, planning documentation and a range of other records, policies and procedures.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

The pre-school has high expectations of staff and children. Leaders work hard and strive for the very best outcomes for children. They continually seek the views of parents and respond to their suggestions. For example, they try out different ways of communicating with them. The self-evaluation of the pre-school is accurate and leaders use focused support from the local authority advisor. They identify specific areas for development, for example, enhancing resources to better reflect diversity. Staff are supported to access training that further develops their knowledge. Leaders work closely with staff to monitor the quality of teaching. However, these observations have not yet been used to best effect to identify how the quality of teaching could be further improved. The arrangements for safeguarding are effective. Staff understand how to recognise and respond to concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a good understanding of how to support children's learning. They collect detailed information from parents when children start, to ensure their initial assessments are accurate. Staff regularly review children's ongoing progress using observations of what they can do. However, some details about how individual children respond differently to activities are not reflected on carefully enough. Therefore, planned activities do not always make the most of children's interests. Staff keep parents informed about how they are challenging children and what parents can do at home to further support children's learning. Staff identify the learning opportunities that different resources and activities provide. For example, they help children make connections between real-life experiences and encourage them to use these in their play. The teaching strategies used by staff are matched to children's needs. They reinforce simple words as children learn new vocabulary and give them time to think. Older children are asked challenging questions to help them build on what they already know.

Personal development, behaviour and welfare are good

Children develop confidence and excellent independence skills through their play and routines. They show good behaviour as they learn to cooperate and share with others. Children enjoy the responsibility of being independent. They respond well to clear and consistent expectations about the routine, and what they can do themselves. Staff have thought carefully about how to help children understand differences. They provide different experiences for children to learn about other cultures. Children have lots of opportunities to learn about healthy foods and develop healthy lifestyles.

Outcomes for children are good

Managers carefully review all children's progress. They work with staff to quickly identify any children who require additional help. They seek advice from other agencies so they can provide targeted support. As a result, all groups of children, including those in receipt of funding, make good progress, and any gaps in achievement are closing. Close links with teachers support staff to prepare children with the skills and confidence they need as they move on to school.

Setting details

Unique reference number	EY410338
Local authority	Derbyshire
Inspection number	851081
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	32
Name of provider	Little Learners Pre-School Partnership
Date of previous inspection	8 November 2010
Telephone number	01246 857 900

Little Learners Pre-School was registered in 2010. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 5. The pre-school opens during term time, Tuesday to Friday mornings from 8.45am to 11.45am, and Wednesday to Friday afternoons from 12.30pm to 3.30pm. They offer a lunch club on Wednesdays, Thursdays and Fridays between 11.45am to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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