

# Little Learners Pre-School Day Care

Church Lane, Brighouse, West Yorkshire, HD6 1AT



## Inspection date

5 January 2016

Previous inspection date

22 November 2011

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

- Children make good progress. The quality of teaching is good and there are well-planned, interesting activities and learning opportunities available. Resources are high quality, easily accessible and thoughtfully planned and organised. Children are challenged and stimulated well, and staff ensure that children are continually busy and enjoying their learning, which promotes positive outcomes.
- Staff know the children very well through their observations and from information obtained from parents. Staff assess children's progress effectively and close any gaps in their learning quickly. They meet children's individual needs and work very effectively together to support the next steps in children's learning.
- There are very good relationships between staff and children in this happy, caring and welcoming environment. Staff work closely with parents so that children receive consistency of care. Extremely well-planned settling-in procedures are tailored to individual children's needs so they feel secure and settle well.
- The manager and staff have established effective partnerships with local schools. This helps children to be familiar with the environment and emotionally well prepared for the move on to school.

### It is not yet outstanding because:

- At times, the organisation of some group activities means that some children lose focus and are not able to benefit fully from the experience.
- The staff are not always successful in gathering ongoing information from parents to help complement and consolidate children's learning.

## What the setting needs to do to improve further

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

- support some children more effectively to develop their listening and attention skills and be more fully involved in group activities
- build on the existing good partnerships with parents to obtain even more information about children's learning experiences at home.

### 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 manager.
- The inspector held a meeting with the manager and a member of the committee.
- The inspector looked at a range of documentation, such as children's learning records, the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a selection of parents, staff and children during the inspection and took account of their views.

### Inspector

Lindsay Dobson

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff have a good understanding of statutory requirements and implement these well. The established, qualified staff team work extremely well together. They regularly review and evaluate their practice and, during supervisions, identify further training needs. This shows a positive attitude to making continuous improvements. The manager has high expectations for the nursery and shows a committed drive for development. The arrangements for safeguarding are effective. All staff recognise and know how to respond to the signs and symptoms of abuse or neglect. Detailed policies and procedures help staff to ensure children's welfare is promoted. Parents are well informed about their children's achievements at nursery. They share positive comments, for example, they value the supportive and caring staff team and the good progress their children make. Very good support is given to disabled children and those with special educational needs, both in the nursery and through close working with other professionals.

### Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of how children learn. Staff are enthusiastic and motivated; they follow children's lead in play and extend their learning through effective questioning. Children who speak English as an additional language are supported well. Staff value their native language and offer good opportunities to develop their use of English. Staff are especially effective at developing children's self-confidence. Children demonstrate a real sense of ownership of their environment, confidently accessing resources. They enjoy a well-balanced range of activities that helps them to make good progress. Staff ensure mathematics and literacy are threaded through activities. They listen carefully to children and help them to develop their ideas and thinking skills. Children are given regular opportunities to practise their early writing skills as they paint and draw. They have daily opportunities for counting and sorting as staff promote this area of learning through purposeful activities and general play.

### Personal development, behaviour and welfare are good

Children develop and share wonderful friendships with each other and they enjoy sharing meaningful conversations with staff. Children are familiar with the daily routines and are keen to be involved. Staff are positive role models who provide gentle guidance and praise, helping children to behave well, share and take turns. Children enjoy choosing from a selection of healthy snacks and relish the social lunchtime session when all children come together. Keeping active is effectively promoted with children, who are provided with many opportunities to use their energy and develop physical skills, both inside and in the outdoor play area. Dedicated healthcare plans ensure that all children's individual needs and any specific requirements are effectively met.

### Outcomes for children are good

All children make good progress based on their starting points. They develop positive attitudes towards learning. Children are well prepared for their next stage of learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	303769
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	867491
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Little Learners Pre-School Day Care Committee
<b>Date of previous inspection</b>	22 November 2011
<b>Telephone number</b>	07915 064091 or 07770 786439

Little Learners Pre-School Day Care was registered in 1990. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional status. The nursery opens Monday to Friday during term time only. Sessions are from 9.30am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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