

Little Learners

The Cricket Pavillion, Roading Lane, Buckhurst Hill, Essex, IG9 6BJ



Inspection date	11 January 2016
Previous inspection date	12 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- The pre-school owner, leader and staff have made very effective progress since their last inspection. They use the weekly staff meeting to continually reflect on their practice. The designated person for safeguarding ensures that the training she receives is cascaded to all members of staff.
- Children have many opportunities to develop their early writing skills. For example, indoors they write notes to take home for their family. Outdoors, they are encouraged to write down what they see when they have looked through binoculars.
- The staff skilfully support disabled children and those with special educational needs. They incorporate targets set by specialist services into their educational plans. This helps all children to make good progress in their learning.
- Staff work hard to ensure children who speak English as an additional language are fully included in all aspects of the pre-school. They use picture prompt cards to help them understand the routine and activities. Children's home languages are clearly displayed in the room and in a range of well-chosen books.
- Partnerships between parents and the pre-school staff are strong. Parents are extremely supportive of the pre-school. They talk positively about the care and support the staff provide for their children.

It is not yet outstanding because:

- The strategies used to monitor and evaluate the quality of staff's practice do not sharply focus on specific aspects of teaching to promote higher levels of achievement for children.
- Consistency in children's learning and development is not fully promoted as staff are less successful in sharing pertinent information with other providers that children attend.

What the setting needs to do to improve further

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

- sharpen the focus on improving staff practice to extend their skills and knowledge in specific aspects of teaching
- strengthen the partnership with other providers that children attend so that information about children's achievements and next steps in learning is more consistently shared.

Inspection activities

- The inspector observed activities both indoors and in the outside play area and talked to the staff and children at appropriate times.
- The inspector carried out a joint observation and held a meeting with the pre-school leader.
- The inspector looked at children's assessment records, planning documents and a range of other documents, including the safeguarding policy and procedure.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and of the pre-school's self-evaluation form.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The leader and staff demonstrate a good understanding of how to protect and safeguard children. All staff are fully aware of their responsibility to report any concerns about children's well-being and are confident in their ability to recognise child protection issues. Recruitment and vetting procedures are thorough and this ensures that the best staff are employed. Regular supervision meetings help the leader and staff to reflect on and evaluate their practice. However, these are not always highly effective in precisely identifying further development opportunities for all staff to increase their knowledge and understanding. Staff evaluate all areas of the pre-school life. Parents are asked to give their views through a comments box and questionnaires. Staff act on their feedback. For example, they have recently developed more effective strategies to share information with parents.

Quality of teaching, learning and assessment is good

Children are eager to investigate and enjoy the many varied experiences on offer. Staff base their planned activities on themes that are of interest to the children. For example, they use favourite story books. As staff talk about the characters at group times, children show a good understanding of the sequence of the story. The children engage well in making cottages from recycled boxes. Staff encourage them to use scissors and to write their names on their finished models. They help children to learn about numbers as they use dough. For example, they encourage them to count how many cakes they have made. Staff regularly observe and assess children's ongoing development. They share these assessments with parents and encourage them to provide information about what children have been doing and learning at home. However, the information shared with other settings that children attend is not always focused on their ongoing development to further support continuity in their learning.

Personal development, behaviour and welfare are good

Since the last inspection, the staff have enhanced the outdoor area to provide more learning opportunities. This is used well in all weathers to engage those children who prefer learning outdoors. For example, children have fun looking for tracks using magnifying glasses. Children are happy and confident and enjoy their time at the pre-school. The staff have clear expectations of behaviour and are good role models. For example, they show children respect and model good manners. Children learn to recognise signs of when they are hungry and they eat their snack when they are ready. They are excited when it is their turn to help to prepare snack. Staff are patient with children as they give them time to manipulate knives to chop fruit. Children are very pleased when they are able to do it for themselves. This helps to promote their self-esteem.

Outcomes for children are good

Information gained from assessments is used well to track the progress of individual and groups of children. Children develop the key skills needed for the next steps in their learning, including starting school.

Setting details

Unique reference number	EY444794
Local authority	Essex
Inspection number	1028044
Type of provision	Sessional 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	40
Number of children on roll	35
Name of provider	Debra Anne Oxborrow
Date of previous inspection	12 October 2012
Telephone number	07931 502157

Little Learners was registered in 2012. The pre-school employs six members of childcare staff, all of whom hold an early years qualification at level 3. The pre-school opens Monday to Thursday from 9.15am until 2.15pm and Friday from 9.15am until 12.15pm, during school term time. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs, and children who speak English as an additional language.

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