

Little Learners Childcare

Sunnyside House, Cliftonville, Northampton, NN1 5BE



Inspection date

4 May 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff are not always successful in promoting positive behaviour. Children are not consistently learning to manage their own feelings and understand the affect that their behaviour has on others.
- There is some inconsistency in the quality of teaching and staff interaction with children in the pre-school rooms.
- Managers do not make effective use of the supervision and monitoring of staff to raise their confidence and improve children's learning.

It has the following strengths

- Staff know the children well and have an understanding of their interests. They complete regular observations and assessments of children and effectively use this information to plan next steps in their learning and development.
- Information about children's day and their progress is regularly shared with parents and ideas are provided to support children's ongoing learning at home. Staff appropriately support children who have special educational needs or disability. They work closely with parents and other agencies to develop an understanding of each child's needs and plan for their future learning and care.
- Children enjoy being physically active in the outdoor environment. They explore the range of activities and resources available. Younger children confidently climb the wooden crates and enthusiastically jump off of the large wooden reels. Older children use pipes, pumps, wood and water to create structures and drainage systems.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ support staff in implementing successful behaviour management strategies that help children to manage their own feelings, and to understand appropriate behaviour and boundaries	30/06/2016
■ improve the quality of teaching so that all children are consistently engaged in purposeful play.	30/06/2016

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

- embed performance management arrangements to ensure staff are thoroughly supported in delivering high-quality teaching practice.

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 nursery manager.
- The inspector held a meeting with the registered person, the nursery manager, deputy and parent liaison officer. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some of the parents during the inspection and took account of their views.

Inspector

Ann Austen

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Management and staff understand the indicator signs of abuse and know how to meet children's needs in the event of a child protection concern. Management and staff minimise potential hazards within the nursery environment and appropriately supervise children. Following a recent incident the provider has reviewed and enhanced accident procedures and shared these with staff. Recruitment, vetting and induction procedures are secure. The majority of staff hold appropriate qualifications and there are systems in place for ongoing professional development. Supervision arrangements are in place, although, these do not effectively support staff to develop high quality teaching skills. Parents speak highly of the setting and comment that their children are making progress.

Quality of teaching, learning and assessment requires improvement

The quality of teaching and interactions with children in the pre-school rooms do not always stimulate their learning and development. Children are not always engaged in purposeful activities. There are incidents of challenging behaviour and occasionally staff supervise children rather than teach. Opportunities to skilfully question and challenge other children's thinking are sometimes restricted during these times. Nevertheless, children generally enjoy their time at the nursery. They are provided with a range of activities and resources that reflects Reggio Emilia principles. Babies and younger children enjoy the sensory experience of immersing their hands and making marks in cornflour and water and exploring their senses. Children develop hand-to-eye coordination skills as they transfer natural resources, such as sand and mud, from one container to another. Staff support children's communication and language skills effectively.

Personal development, behaviour and welfare require improvement

While there are strategies in place, there are inconsistencies in the management of some children's behaviour. Children are not always learning about how their actions affect others. Successful settling-in procedures help staff to know children's personal care needs and stage of development prior to them starting. This supports continuity in children's care and development. Children develop bonds with their key person and other members of staff. Staff implement secure hygiene practices. Children are provided with freshly prepared, nutritious meals and snacks. Clear procedures are in place to support children with any special dietary and health requirements. Children develop friendships and have opportunities to develop their understanding of the local community and other countries and traditions.

Outcomes for children require improvement

Children, including children who speak English as an additional language and children who have special educational needs or disability, make appropriate progress in their learning and development in relation to their starting points. Children develop some skills in readiness for their move to school. They are encouraged to develop independence in their personal care and to enjoy doing things for themselves. Older children communicate their thoughts and ideas during construction activities in the garden.

Setting details

Unique reference number	EY488578
Local authority	Northamptonshire
Inspection number	1012222
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	0 - 4
Total number of places	100
Number of children on roll	140
Name of provider	Little Learners Childcare LLP
Date of previous inspection	Not applicable
Telephone number	01604 604991

Little Learners Childcare was registered in 2015. The nursery employs 29 members of childcare staff. Of these, 26 staff hold appropriate early years qualifications ranging from level 2 to level 6, including one member of staff with early years professional status and two members of staff with early years teacher status. The nursery follows the Reggio Emilia principles. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children who have special educational needs or disability.

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