

# Lechlade Little Learners

Wharf Lane, Lechlade, Gloucestershire, GL7 3AU



## Inspection date

9 June 2016

Previous inspection date

22 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders use their experience and knowledge to evaluate the overall quality of the setting. They have high expectations of staff and guide them through good quality support and supervision so that outcomes for children continually improve.
- The quality of teaching across the setting is strong. Staff provide children of all ages with a wide variety of challenging and interesting learning experiences based on children's interests and clearly identified needs. Children are inspired and actively engaged, and are motivated to learn. Children make good progress.
- Children are emotionally very settled and extremely confident. They have highly nurturing relationships with staff. They play and learn together happily.
- Partnerships with parents are very strong. Parents contribute to their children's learning and assessment, and staff confidently engage with parents and organise good activities for them to do with their children at home.
- Well-planned and highly stimulating and inspiring environments indoors and outdoors support children's learning across all areas.

### It is not yet outstanding because:

- Staff miss opportunities to share expertise to strengthen each other's teaching.
- Leaders do not sharply evaluate the impact of staff professional development and training on the outcomes for children.

## What the setting needs to do to improve further

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

- enable all staff to share, reflect and build on each other's practice and to continue the already strong professional development
- evaluate the impact of staff professional development and training on children's learning and progress more sharply.

### Inspection activities

- The inspector held discussions with the manager and nominated person at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching inside and outside.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the records of suitability checks for committee members and staff.
- The inspector took account of the views of children, parents, committee members and staff spoken to on the day of the inspection, and of the setting's self-evaluation.
- The inspector completed a joint observation with the manager.

### Inspector

Dominique Allotey

## Inspection findings

### Effectiveness of the leadership and management is good

Staff and leaders understand and implement good systems for observing and assessing children's learning. Methods of checking children's progress help to ensure that any gaps in children's development are identified and interventions are developed and put in place. All children make good progress in their learning and development. The arrangements for safeguarding are effective. The manager conducts regular checks of staff performance and suitability. She supports staff effectively. Staff morale is high. The manager has effectively addressed weaknesses identified at the previous inspections. She, together with her team, demonstrates a drive for continuous improvement and a commitment to providing high quality care and learning for all children.

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

Assessments and planning routines are consistently effective across the staff team. Staff are strong teachers across all areas of learning. They show particular skills in the teaching of mathematics and literacy. Children make fast progress in these areas and this helps them to develop many of the skills they need in preparation for starting school. Staff observe children's skills carefully to check their learning. They obtain information from parents about children's interests and preferences on entry, and regularly thereafter. Staff conduct regular summaries of children's progress. All assessments of children are shared with parents. Young children benefit from a nurturing environment, while older children are more challenged through activities that help them to become ready for school. Staff ensure that children have time to lead their own play and explore their own thoughts and ideas. Staff make group activities exciting and motivating for all children. Staff focus children's attention well using a range of teaching strategies.

### Personal development, behaviour and welfare are outstanding

Staff ensure that there is a highly stimulating environment with child-accessible resources that support learning and challenge, indoors and outdoors. Children develop excellent physical skills and a secure knowledge of being healthy, and this builds their confidence and self-esteem very well. Staff ensure that all children are emotionally well prepared for the next stage in learning. They skilfully support children transferring to school. For example, school teachers visit the setting and carry out story sessions. Staff have very high expectations of children and encourage their independence at all times.

### Outcomes for children are good

Children behave excellently. They have high regard for other people and the environments. Children make good progress in all areas of their learning. They are developing a wide range of valuable skills for their future learning.

## Setting details

<b>Unique reference number</b>	101484
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1020544
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Lechlade Little Learners Committee
<b>Registered person unique reference number</b>	RP910898
<b>Date of previous inspection</b>	22 June 2015
<b>Telephone number</b>	01367 253653

Lechlade Little Learners registered in 1993. It is situated in the grounds of St Lawrence Primary School, Lechlade, Gloucestershire. The setting is open every morning from 9am until midday. It offers a lunch club from midday to 1pm and afternoon sessions from 1pm to 3pm on Monday, Tuesday, Thursday and Friday. There are five members of staff; of these, one holds qualified teacher status, one holds an early years qualification at level 5 and two hold qualifications at level 3. The setting is in receipt of funding for the provision of free early years education for children aged three and four years.

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