

Little Leaders Day Nursery

79-81 Cotterills Lane, BIRMINGHAM, B8 3RZ



Inspection date

Previous inspection date

3 October 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Teaching is good and as a result, children are motivated to learn. Staff are skilled in providing for children's individual needs, ensuring that every child makes good progress from their starting points.
- Children play in a welcoming and stimulating environment and are confident and enthusiastic learners. Staff recognise the uniqueness of each child and the good key-person system enhances relationships with children and their parents very successfully.
- Staff give high priority to promoting children's language and communication development. They swiftly identify children with language delay and work well with parents and other professionals to provide effective teaching and support.
- Staff place children's welfare at the heart of their work. They nurture children's emotional and physical well-being, through healthy eating and being active programmes. Staff work with outside professionals to provide every child with the help and support they need, including those who receive additional funding.
- Staff work well as a team, including those new to the nursery. They have regular meetings, supervision meetings and appraisals. Staff make effective links with parents. They talk to parents on a daily basis about their children's day and achievements, and invite parents to regular workshops.

It is not yet outstanding because:

- The management team does not fully use information gained from monitoring the progress of groups of children to demonstrate how any identified gaps in learning are narrowing.
- Staff have not fully considered how the daily routine occasionally interrupts children's play.

What the setting needs to do to improve further

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

- strengthen the analysis of information gained from monitoring assessments and to quickly identify how gaps are narrowing between different groups of children
- improve the organisation of daily routines and enable children to become deeply involved in their activities.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development and progress. The inspector spoke to staff and children at appropriate times.
- The inspector completed a joint observation with the deputy manager and discussed the findings.
- The inspector reviewed relevant documentation, including evidence of the suitability of staff members, relevant training certificates, and a selection of policies and procedures.
- The inspector took into account the views of parents from comments recorded in the compliments' book.
- The inspector held a meeting with the provider, deputy manager and discussed the nursery's action plan.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about their roles in keeping children safe and secure. They understand the procedures for referring any concerns they have about a child in their care or in the event of an allegation against a member of staff. The new management team and staff show a strong commitment to improving outcomes for all children. There are good systems in place to evaluate and reflect upon practice and set plans for improvement. Well-targeted action plans and close monitoring of staff performance are evident. Staff work well as a team. The management maintain a good overview of the nursery and collectively they monitor the accuracy and effectiveness of planning and assessment information. Clear recruitment and vetting systems ensure that any person having access or working with the children are suitable to do so.

Quality of teaching, learning and assessment is good

Staff know the children and follow their lead as they bring activities into the garden, such as painting and making their own play dough. Children develop their sensory skills as they fold and knead the dough mixture. Children enjoy playing outside where they climb and ride on wheeled toys. The mud kitchen provides children with opportunities to explore the natural world as children search for bugs and insects. Children have a comfy book area where they like to look at picture books, listen to stories and sing songs. Parents are actively involved in their children's learning and provide Wow moment statements and information about what children do at home. Staff share ideas with parents to carry on their child's learning at home. For example, parents of pre-school children help them to write their names, numbers, and recognise shapes and colours. Staff skilfully use the observation and assessment systems in place to identify challenging next steps for each child based on their interests. Good links are established with local schools which aid the transition process and teachers are invited to meet children in the nursery.

Personal development, behaviour and welfare are good

Staff are vigilant about arrival and collection procedures and good security precautions contribute to children's safety. There is a strong focus on promoting children's personal, social and emotional development. Children are well behaved and staff use positive strategies to encourage children to learn about right and wrong. Staff teach children to learn to respect each other's differences, feelings and opinions. Children are reminded to use, 'Kind hands, kind teeth and walking legs'. Staff teach children that exercising and eating fruit and vegetables help them to stay fit and healthy. Children enjoy physical activity programmes and food tasting.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress. Children increase their confidence, enjoy conversations and develop the key skills required in preparation for school. Children are developing good early writing skills and learn the letter sounds that are in their names. They know about size, confidently count, learn about quantity and match colours.

Setting details

Unique reference number	EY481745
Local authority	Birmingham
Inspection number	993168
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 - 5
Total number of places	32
Number of children on roll	37
Name of registered person	Little Leaders Day Nursery Limited
Registered person unique reference number	RP533997
Date of previous inspection	Not applicable
Telephone number	01212704093

Little Leaders Day Nursery was registered in 2014 and is managed by a limited company. The nursery employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, term time only. Sessions are from 9am until midday and 12.30pm until 3.30pm, they also offer full-time places for children from 8.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and children who speak English as an additional language.

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