

# Little Learners (NE)

Fawdon Community Centre, Fawdon Park Road, NEWCASTLE UPON TYNE, NE3 2PL



<b>Inspection date</b>	9 November 2016
Previous inspection date	3 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The quality of teaching is good. Children have extremely positive attitudes towards their play and learning. They are inquisitive and remain focused for long periods of time. They listen to, and watch, adults and use what they learn from their play to develop new ideas and ways of thinking.
- Staff routinely observe and assess children's play and learning. This helps them to successfully plan activities and tailor children's individual learning to ensure that all children make good progress.
- Partnerships with parents are very strong. Staff warmly welcome all parents on arrival and share any necessary information. Parents state that they are particularly impressed by the homely approach and calm atmosphere.
- The manager has a clear understanding of the strengths and weaknesses of the provision and this enables her to make improvements and secure good outcomes for all children.
- Children are happy in this caring, safe and friendly environment. They are keen to explore indoors and outdoors. They are well motivated in their play. Children thrive in the well-organised provision and make good progress in their learning and development.

### It is not yet outstanding because:

- Staff do not always have planned, regular opportunities to meet with their manager to discuss their professional development.
- Although staff have developed very good partnerships with some schools that children move on to, some other partnerships are not so well developed.

## What the setting needs to do to improve further

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

- improve the performance management system so that staff have planned, regular opportunities to meet with their manager to review their professional development, so that the quality of teaching constantly improves
- strengthen partnerships with all schools that children move on to, so that children are equally well supported in preparation for their move.

### 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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff recognise their responsibility to protect children from harm and know what action to take if they have a concern about a child or adult. The manager and staff work very well together. The manager maintains a good overview of the activities and experiences provided for children. She works alongside staff, gaining first-hand experience of what is working well and identifying areas for improvement. The manager and staff meet regularly to discuss and monitor children's progress and to raise any concerns or issues arising. They use the information they gain from their discussions to plan effectively to progress children's learning.

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

Staff know the children really well. They work closely with parents to identify children's developmental stage and interests. Staff effectively use this information to plan and provide activities that stimulate children's interests and motivate them to learn. Staff promote children's creativity. For example, they are provided with pictures and books about hedgehogs to help them create pictures using a range of different materials. Children have plenty of opportunities to freely explore, investigate and use their senses during activities. Staff provide good support for children's communication and language development. They talk with children as they play, taking turns in conversation and modelling new words correctly. Children show genuine interest and listen carefully to what staff and other children have to say.

### Personal development, behaviour and welfare are good

Children behave extremely well and their social skills are well developed. They have a good understanding of the day's routines and what is expected of them. They take turns and listen carefully to the guidance of staff, who are sensitive to each child's needs and offer help when needed. Children receive enthusiastic and meaningful praise when they have achieved something new. Staff celebrate and share children's achievements with their parents and encourage parents to share their children's achievements at home. Children's physical well-being is well supported. They enjoy a variety of experiences, including spending time playing and exploring outdoors.

### Outcomes for children are good

Children are independent and keen learners who enjoy taking part in a wide range of activities on offer to them. They make choices about where they play and what they play with. Children communicate well with adults, other children and visitors. They make new friends and learn to make good decisions and resolve their differences so they get on with one another. These skills result in them being well prepared for starting school. Children's emerging writing skills are supported well. Staff provide children with opportunities to recognise their names as part of self-registration. Children enjoy making marks that represent writing and using a range of technology to support these skills. Children develop good mathematical skills. They routinely count and use numbers during their play.

## Setting details

<b>Unique reference number</b>	EY461143
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	1066814
<b>Type of provision</b>	Sessional 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 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Little Learners (NE) Community Interest Company
<b>Registered person unique reference number</b>	RP907598
<b>Date of previous inspection</b>	3 September 2013
<b>Telephone number</b>	07768968617 or 07561399867

Little Learners (NE) was registered in 2013. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am until 12.15pm Monday to Friday with additional afternoon sessions from 12.30pm to 3.30pm Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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