

Little Learners Crofton

Shaylane Primary School, Crofton, WAKEFIELD, West Yorkshire, WF4 1NN



Inspection date	11 November 2016
Previous inspection date	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

- Staff have good working relationships with other professionals involved in children's care, such as health visitors. This collaborative practice helps staff to put appropriate intervention and support in place quickly for children who need it.
- Children's personal development and well-being are central to everything the manager does. The manager provides a free pick-up service for children to help ensure their prompt and regular attendance. Children who enter the nursery with skills below what is expected for their age in communication and language soon catch up to their peers.
- Staff mirror mealtime routines that children will follow in school. They provide positive learning experiences that support children to prepare emotionally for their future education. Children acquire good independence skills.
- Children thrive in the recently developed and well-organised outdoor area. They have very good opportunities to play, explore and be physically active.

It is not yet outstanding because:

- Although some staff deliver inspiring teaching, this is not yet consistent across the nursery as a whole.
- Staff do not always use their observations of children's progress to identify their level of achievement as precisely as possible, in order to plan for rapid progress in their learning.
- Staff do not always form highly successful partnerships with schools that children attend to help support continuity of learning.

What the setting needs to do to improve further

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

- strengthen professional development further to help all staff raise the quality of teaching to the highest level
- make better use of information gained from observation to plan more precisely and improve the potential for children to make rapid progress in their learning and development
- extend the partnerships with schools that children move on to, in order to share a wide range of information to help support continuity of learning.

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 deputy manager.
- The inspector held a meeting with the nursery manager and deputy manager. 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 a small selection of parents during the inspection and took account of their views.

Inspector

Jane Tucker

Inspection findings

Effectiveness of the leadership and management is good

The management team is passionate about their role and strive to provide the highest quality of care and learning for children. They work with a dedicated and enthusiastic staff team who share their vision. The management team welcomes the support and advice from local authority advisors. Systems are in place to evaluate all aspects of the provision to inform continuous improvement that benefits children. The arrangements for safeguarding are effective. Staff keep their child protection knowledge up to date through their attendance at relevant training courses. The manager also tests staff's knowledge by asking them questions about various safeguarding scenarios. Staff know the local procedures to follow in the event of a concern about a child in their care. Recruitment methods and systems for checking the continued suitability of staff are secure.

Quality of teaching, learning and assessment is good

Staff have high expectations of children. They help to support children's speaking, listening, understanding and literacy development well. Staff extend children's learning through appropriate questioning. They provide opportunities for children to think and test their own ideas as they explore how objects work. Children are beginning to recognise letters on their name card when they register on arrival. Staff introduce new words, such as transparent, and explain their meaning as children take part in creative play. Children talk about how colours change when they mix paint together. Staff keep parents up to date with their children's progress. They invite them to parents' evenings and share ideas about how to extend their child's learning at home. Parents speak very highly of the caring staff, who they describe as, 'A second family'.

Personal development, behaviour and welfare are good

Learning is fun in this vibrant nursery. Children sing songs as they wash their hands and learn the importance of good hygiene routines. They sit in the dining area to enjoy their lunch and the social experience with their friends. Children are provided with a nutritious and balanced diet. Their good health is promoted very well by staff. Children are beginning to understand the effects of exercise on their body. They talk about how their heart beats faster after their morning exercise routine. Children get daily fresh air. They listen to sounds in the environment and talk about what they can see in the sky. Staff skilfully support children's spontaneous interests and their imaginary play. Children excitedly board their pretend helicopter. Staff nominate a pilot and children talk about how they need to keep themselves safe as they put on their make-believe seat belts.

Outcomes for children are good

All children are acquiring the skills they need in readiness for school. They are motivated to play and learn. Children learn how to use a computer mouse to operate age-appropriate software. They count as they move across 'stepping stones' and are beginning to recognise numbers and shapes in their play. Children are beginning to learn about their own feelings and the emotions of others. They try to give comfort to children who are upset by sharing their toys. Children receive lots of positive praise and encouragement for their kind behaviour, which helps to raise their confidence and self-esteem.

Setting details

Unique reference number	EY491613
Local authority	Wakefield
Inspection number	1021197
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 - 9
Total number of places	22
Number of children on roll	73
Name of registered person	Nicola Michelle Butterfield
Registered person unique reference number	RP904885
Date of previous inspection	Not applicable
Telephone number	01924 864940

Little Learners Crofton was registered in 2015. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-year-old children.

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