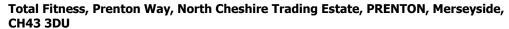
Little Learners Nursery





Inspection date	8 December 2016
Previous inspection date	29 January 2013

The quality and standards of the	This inspection:	Good	2
early years provision	Previous inspection:	Good	2
Effectiveness of the leadership and m	anagement	Good	2
Quality of teaching, learning and asse	ssment	Good	2
Personal development, behaviour and	welfare	Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers are committed to, and passionate about, providing at least good quality care and education for children and have high expectations of staff. They reflect on their practice and have a clear understanding of the strengths and weaknesses of the setting, overall.
- Well-qualified staff act as good role models. Staff in the toddler room are particularly skilled in supporting good behaviour. Even very young children are learning to show care and compassion towards each other.
- Partnerships with parents and other professionals supporting children are strong. Staff keep parents well informed about their children's development. Parents speak very highly of the nursery and value the support given to children's ongoing care and learning.
- Overall, the quality of teaching is good. Staff working with older children use their qualifications, knowledge and skills particularly well. They plan purposeful, exciting activities that reflect children's stage of development and interests.
- Staff working in the baby room provide high levels of care and emotional support. Babies are happy, settled and show a real sense of belonging.

It is not yet outstanding because:

- The professional development of staff working with younger children is not yet strongly embedded enough to consistently raise the quality of staff practice to an outstanding level.
- Activities planned for children between the ages of one and two years can, on occasions, be too difficult for some children and they quickly lose interest.

What the setting needs to do to improve further

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

- embed the current programme of continuous professional development further and ensure all staff, particularly those working with younger children, consistently extend their knowledge and skills to an outstanding level
- support staff to consistently plan activities for children between the ages of one and two years that provide appropriate levels of challenge that maintain their interest and motivation.

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 nursery manager and provider. 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 group of parents during the inspection and took account of their views.

Inspector

Rachel Deputy

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend regular safeguarding training and have a good understanding of child protection issues. Robust risk assessments are in place and all areas of the nursery are safe and secure. Staff supervision and appraisals are in place and training is sought to improve staff practice, generally. Many staff are trained in paediatric first aid. This enables them to respond effectively in the event of an emergency. The manager monitors children's progress over time. She makes good use of this information to develop the nursery's self-evaluation and inform the action planning processes.

Quality of teaching, learning and assessment is good

Overall, staff use observations and assessments of children's learning well to identify and plan for what they need to learn next. Most children are engaged and interested in their play. For example, in the toddler room they delight in scooping up ice and talk to staff about why it is melting. These types of activities help children to understand the natural world and develop their dexterity ready for early writing. Staff support children as they sensitively introduce numbers, colours and shapes as they play, contributing to their understanding of mathematics. In the baby room, children enjoy a wide range of sensory play opportunities and confidently explore their surroundings. This helps develop their physical skills. Pre-school staff support and enthuse children very well. Children listen intently to a visiting vet and eagerly explore the equipment he has brought to show them. They are highly motivated in their learning and work together very well as they use a blanket to carry their stuffed toy to the vet for treatment.

Personal development, behaviour and welfare are good

The well established key-person system contributes to children's self-confidence and their feelings of being safe. Children are keen to invite staff to join them in their play and show a strong sense of belonging. Children enjoy daily exercise and outdoor play and this helps support their physical well-being. Mealtimes are positive learning experiences. Staff encourage children to be independent and they talk to them about healthy foods as they eat. Sensitive arrangements are in place to ensure that children make a smooth transition when they move on to further learning. Information regarding children's care needs is obtained from parents and used well by staff. Staff make effective use of opportunities to celebrate diversity. They reflect children's individuality and cultures within their practice.

Outcomes for children are good

Children are confident and motivated learners. Their language and literacy skills are promoted well. Children demonstrate a keen interest in storybooks and develop new vocabulary rapidly. For example, pre-school children correctly name items, such as stethoscopes. Younger children recognise the covers of their favourite storybooks and join in with repeated refrains. Overall, children, including those in receipt of additional funding, are well prepared for their next stages in development and acquire the skills they need for future learning.

Setting details

Unique reference number EY448921

Local authority Wirral

Inspection number 1079061

Type of provision Full-time provision

Day care typeChildcare - Non-Domestic

Registers Early Years Register, Compulsory Childcare

Register, Voluntary Childcare Register

Age range of children 0 - 4

Total number of places 53

Number of children on roll 163

Name of registered person Little Learners Nursery School Ltd

Registered person unique

reference number

RP902342

Date of previous inspection 29 January 2013

Telephone number 01516094631

Little Learners Nursery was registered in 2012. The nursery employs 24 members of childcare staff. Of these, 14 hold appropriate early years qualifications at both level 3 and 4. Three members of staff hold qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate Store St Manchester M1 2WD

T: 0300 123 4234

Textphone: 0161 618 8524 E: enquiries@ofsted.gov.uk

W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

