

Little Scholars

Queen Street Community and Children's Centre, Queen Street, BURTON-ON-TRENT,
Staffordshire, DE14 3LW



Inspection date

Previous inspection date

15 February 2017

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 establish strong and caring relationships with children and their families. Children settle well and develop the confidence to be independent and motivated learners who are eager to play and explore.
- Children respond well to the guidance provided by all the staff for good behaviour. They are friendly towards each other and enjoy taking responsibility for small tasks. Children are learning to respect the differing needs of others.
- Staff focus very well on helping all children to develop skills in their communication and language, physical, and personal, social and emotional development. Children who speak English as an additional language, hear and use the languages spoken at home, in their play and learning.
- Teaching is good. Staff regularly observe children at play and identify the next steps in their learning. This information is used effectively to plan activities that prepare children well for the next stage in their learning and for school, when the time comes.
- Leaders, managers and staff are well qualified. They are all motivated and committed to providing high-quality care and education for children.

It is not yet outstanding because:

- The ongoing assessments made of children's learning do not routinely include the views of parents and the other settings some children attend.
- Older children are not fully challenged to think and to consider why and how things happen.
- At times, young children are not helped to follow their own ideas and lead their own play.

What the setting needs to do to improve further

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

- ensure the ongoing assessments made of children's learning includes the views of parents and the other settings some children attend
- challenge older children to think for themselves and to consider why and how things happen
- make better use of opportunities that help young children to follow their own ideas and lead their own play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the nursery managers and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents provided by the managers.

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend regular training events and have a good knowledge of child protection. They know the actions to take if they are concerned a child is at risk of being harmed. Staff effectively identify and minimise hazards. Children enjoy playing in outdoor and indoor spaces that are safe and stimulating. The managers are well focused on raising practice. Effective supervision, monitoring and support helps to ensure teaching across the nursery is consistently good. Parents are regularly consulted and contribute to the clear vision for future developments. Their requests are swiftly acted upon. For example, training events have helped parents to explore healthy eating and to improve their English language. A practitioner trained in Forest School teaching has been appointed and is helping to develop children's outdoor learning.

Quality of teaching, learning and assessment is good

Staff understand how children learn and develop. They plan fun and interesting activities that result in children enjoying their learning. Group times are used well to help children to develop their language skills and to learn to listen to others. For example, at group time children talk about the days of the week, learn about special events, such as Valentines day and consider the weather. While children play with a large parachute, staff increase their vocabulary by introducing and reinforcing new words, such as fast, slow, light and heavy. The indoor and outdoor spaces are used well by staff to encourage children to be imaginative, active and creative learners. For example, children thoroughly enjoy mixing coloured water in pots to make pretend soup using tools, such as whisks. They are keen to use their senses as they explore flour and water.

Personal development, behaviour and welfare are good

Staff promote children's emotional and physical well-being very well. They spend time gaining the confidence of parents and finding out about children's cultures, lifestyles and needs. Staff use this information to plan activities that help children learn about different customs and beliefs. Children develop a good knowledge of how to stay healthy. They learn which foods are good to eat and they talk about the need to wash their hands to remove germs. Children easily follow instructions and learn how to keep safe. For example, children know that when they are told to put their hands on their heads, it is time to tidy away the resources. They calmly line up to go to the bathroom and to wash their dirty plates after snack.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress from their starting points. They are developing good social skills as they learn to cooperate, negotiate and to play well with others. Children practise their early reading skills as they identify their names, explore rhyming words and link sounds to letters. Their independence is encouraged as they choose what toys to play with, spread butter on scones and put on their coats to play outdoors.

Setting details

Unique reference number	EY486610
Local authority	Staffordshire
Inspection number	1007798
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 - 4
Total number of places	43
Number of children on roll	34
Name of registered person	Little Scholars Community Nursery Ltd
Registered person unique reference number	RP535176
Date of previous inspection	Not applicable
Telephone number	07870800666

Little Scholars was registered in 2015. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualifications at level 2 and four staff hold a level 3 qualification. The provider holds early years professional status. The nursery opens from Monday to Friday, during term time. Sessions are from 8am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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