

Inspection date	5 May 2017
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

- The managers are ambitious and continually seek to improve their practice. For example, they regularly attend training to increase their knowledge and improve the outcomes for children.
- The setting is welcoming and organised well to allow the children to make their own choices and decisions about what they would like to do. Children have good relationships with the staff, they are happy and well settled.
- Children are supported well with their move to school. They become confident and are able to manage their own personal care suitably.
- The managers and staff have a high regard for safety. They regularly carry out in-depth risk assessments to ensure that children are safe during their time in the setting.
- Children benefit from regular physical exercise. For example, they use the large open plan garden to be physically active and develop their muscles. Children have opportunities to explore the wider environment and enjoy regular walks to help them develop a knowledge of nature and the world around them.

It is not yet outstanding because:

- Occasionally, staff do not give children the time that they need to think and respond to questions in order to fully support their language development.
- The manager is still in the process of developing the monitoring systems to ensure that all children make the progress that they are capable of.

What the setting needs to do to improve further

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

- ensure that staff provide children with more time to think and respond to questions to further support their language development
- embed the monitoring systems currently in place to ensure that all children consistently make the best possible progress.

Inspection activities

- The inspector took into account the views of the parents spoken to on the day of the inspection.
- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures and risk assessments.
- The inspector held a leadership and management meeting with the manager and spoke to the staff and children at appropriate times during the inspection.
- The inspector held a joint observation with the manager.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The managers and staff have a clear understanding of the local procedures that they should follow if they have concerns about a child's welfare. The managers recognise their responsibility to ensure that only suitable people are in contact with the children, they follow a robust procedure to ensure that the staff are safe and suitable. The managers involve the staff and parents in evaluating the setting. For example, parents are asked for their views on a regular basis. Parents say that they are happy. They comment that they are well informed about what their children are learning, they feel that the staff support the children well and their children learn to be sociable. The managers ensure that funding is used appropriately to support children to make progress with their development.

Quality of teaching, learning and assessment is good

Children are motivated and eager to learn. They enjoy taking part in activities with the support of adults and are confident to play alone. Staff plan for children individually, using their next steps in learning. They recognise children's individual learning needs and arrange activities to meet their interests. Staff encourage parents to be involved in their children's learning. For example, children have home learning books so that parents can support their child's learning at home. The manager and staff work well with other professionals to offer children and their families the support that they need.

Personal development, behaviour and welfare are good

Children are well supported to manage their behaviour and they learn good strategies to resolve conflicts. For example, staff encourage children to use timers to share the resources so that they can begin to understand turn taking. Children cooperate in their play and work well to solve problems. They spend time working together, using cups and buckets to transport mud around the garden. Staff act as good role models and help children to learn about being healthy. For example, they have created visual displays to help children to see how much sugar is in their favourite drinks. Staff talk about healthy food at mealtimes and encourage children to think about what they should eat first. Staff actively raise children's confidence and self-esteem. They set tasks suitable to children's capabilities and praise them for their achievements.

Outcomes for children are good

All children make good progress in their development. Children gain a good mathematical awareness, they enjoy counting and using number cards. They learn to concentrate and even the youngest children learn to listen and follow instructions well. Children are independent at meeting their own needs and are prepared well for the next stage of their learning.

Setting details

Unique reference number	EY485506
Local authority	Gloucestershire
Inspection number	1002887
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	32
Name of registered person	Lydney Early Learners Ltd
Registered person unique reference number	RP534285
Date of previous inspection	Not applicable
Telephone number	01594 841779

Lydney Early Learners Ltd registered in 2015. It is open from 9am to 3pm each weekday during term times, with separate morning and afternoon sessions available from midday. The setting employs five childcare staff and a part-time administrator.

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