

Inspection date

6 June 2017

Previous inspection date

14 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The dedicated management team is committed to providing children and their families with the best possible early years provision. Regular reflection and evaluation lead to effective plans that drive improvements.
- Staff have created a warm and friendly environment. Children arrive happy and eager to learn. They are self-assured and have positive relationships with staff.
- Effective partnerships with parents and external agencies help to ensure that children's needs are met and their learning is well supported. Parents comment that the management team and staff are very supportive and they value the care their children receive.
- Children develop skills that prepare them well for school. For example, they learn to count, complete simple addition and recognise and write their names.

It is not yet outstanding because:

- The management team does not recognise some opportunities to reflect on staff's teaching practice and identify how best to support their ongoing professional development.
- Staff working in the toddler room do not always precisely focus the experiences and activities they provide to help children make the best possible progress.

What the setting needs to do to improve further

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

- strengthen the arrangements to monitor the quality of teaching in order to identify more precisely how to support staff to continue to refine their skills and knowledge
- make the most of what is known about the youngest children so that specific areas of development can be targeted to help them make the best possible progress.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager implements policies and procedures effectively and all staff have attended safeguarding training. They have a good understanding of how to keep children safe and the procedures to follow should they have a concern about a child's well-being. Recruitment and induction procedures are rigorous to help ensure the ongoing suitability of staff. The manager carries out supervision meetings with staff and all staff attend regular team meetings. This helps to ensure that staff continue to understand their roles and responsibilities. The manager monitors the progress that children make, alongside staff who know them best. They take time to get to know children's family circumstances and offer support alongside external agencies where necessary. This is particularly effective for children who speak English as an additional language and for those who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

There is a wide variety of activities and resources to support children's learning. Children confidently explore the environment, make their own play choices and engage in activities. Staff get down to the children's level and help them to play alongside each other, share ideas and explore. Staff teach mathematics very well. For example, during snack time children count the pieces of apples and oranges, understanding the terms more, less, half and quarter. Children enjoy small-group times with their key person. These opportunities are used well by staff to encourage children to learn the sounds letters make. This supports their development and increases their readiness for school.

Personal development, behaviour and welfare are outstanding

Staff sensitively and effectively use the rich opportunities available to help children understand similarities and differences in family lives, faiths and cultures. For instance, staff and children sound out the alphabet in Arabic as well as English. They learn about celebrations linked to different festivals, such as Eid and Ramadan. Children learn to care for animals. For example, they feed, bathe and clean the nursery's bearded dragon and learn how to handle delicate chicken eggs that are ready to hatch. Staff promote healthy lifestyles effectively through their daily experiences and healthy eating. Staff prepare children extremely well for their moves to school. For example, they play in the 'school uniform shop' and staff discuss children's progress with Reception teachers.

Outcomes for children are good

All children make good progress. They develop independence as they carry out simple tasks, including managing their personal care routines and tidying up after themselves. Children contribute well to discussions and recognise that they need to take turns. Pre-school children explore and investigate and show high levels of emotional well-being.

Setting details

Unique reference number	EY445804
Local authority	Manchester
Inspection number	1095337
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	1 - 5
Total number of places	63
Number of children on roll	50
Name of registered person	Little Leaders Academy Ltd
Registered person unique reference number	RP902222
Date of previous inspection	14 January 2015
Telephone number	0161 226 8562

Little Leaders registered in 2012 and operates from Moss Side, Manchester. The pre-school employs 10 members of staff. Of these, one holds early years professional status and other staff qualifications range from level 2 to level 6. The pre-school opens Monday to Friday all year round, except for bank holidays and Eid. Sessions are from 7.45am until 6pm.

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