

Luans Little People

The Parkgate Academy, Whinney Lane, New Ollerton, NEWARK, Nottinghamshire, NG22 9TH



Inspection date	4 October 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

- Families form warm and trusting relationships with all practitioners. Children settle quickly on arrival, are keen to begin exploring and learning. Practitioners understand children's individual needs well. They know how to make them feel safe and secure. Practitioners promote children's emotional development well.
- Practitioners cater very well for children with additional needs at this inclusive pre-school. The leadership team and practitioners work closely with parents and carers, and external agencies to ensure all children achieve well during their time in the pre-school.
- Children's behaviour is good. Practitioners are positive role models and give consistent guidelines. Children receive plenty of attention, affection and praise. This supports their emotional well-being and raises their self-esteem successfully.
- Partnerships with parents are highly effective. Communication between pre-school and home is very good and there is consistent two-way communication about children's care and learning needs. Parents are pleased and comment about the good progress children are making with their social and communication skills.

It is not yet outstanding because:

- Systems for monitoring professional development are not yet rigorous enough to consistently raise the quality of teaching and extend children's learning even further.
- On occasion, the organisation of large-group times does not encourage children to fully concentrate.

What the setting needs to do to improve further

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

- strengthen procedures for monitoring staff's professional development, to consistently raise the quality of teaching and extend children's learning even further
- review the organisation of large-group times to further support children's concentration.

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 had a tour of the pre-school.
- The inspector spoke with practitioners, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector

Dawn Larkin

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Safeguarding and early intervention is at the heart of everything the pre-school does. Practitioners complete safeguarding training, and have a clear understanding that early identification supports the well-being of all children. The leadership and management team has created a culture of vigilance to ensure they keep children safe. They closely monitor children's learning and discuss this with each key person, ensuring children make good or better progress from their starting points. The pre-school team use their experience and qualifications successfully to evaluate provision, and make improvements to the pre-school. For example, they have reviewed the positioning of the role-play area, which has enabled better access for the children and higher levels of involvement in their play.

Quality of teaching, learning and assessment is good

Practitioners promote children communication skills very well. They use a variety of teaching techniques to encourage children to use a variety of words successfully. For example, during registration they sing songs and practitioners pause to encourage children to say their own name and the names of their friends. All practitioners are attentive to children's needs and involve themselves in children's play well, extending their learning successfully. They know children well and provide activities around children's interests and their next steps for learning. Children delight in using their imaginations as they recreate roles and experiences, as they pretend to cook meals using real food. Practitioners weave mathematical language into children's play effectively. For example, they talk about the size and height of the spikes of the 'hedgehogs' the children are creating.

Personal development, behaviour and welfare are good

Practitioners communicate well with each other to ensure they deploy themselves effectively throughout the pre-school. They carefully observe and supervise children as they play and explore the learning environment. Practitioners allow children to take suitable risks in their play and discuss these with them, as appropriate. Children enjoy many opportunities to access the outdoor area practising their climbing and balancing skills. In addition, children are involved in activities that allow them to investigate and explore. For instance, they demonstrate high levels of concentration as they investigate pouring and filling different sized containers in the water tray.

Outcomes for children are good

All children are learning the skills to be ready for their move on to school. They persist in tasks until completed and show concentration for sustained periods during their play. Children are learning to listen and follow instructions. They are becoming confident and independent in a variety of different situations. For instance, they select and put on their own coats and help themselves to food at snack times. Children are learning to manage their own personal care effectively. They are learning to take turns and form positive relationships with other children and adults.

Setting details

Unique reference number	EY493842
Local authority	Nottinghamshire
Inspection number	1026853
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	16
Number of children on roll	27
Name of registered person	Luan Amy Pickwell
Registered person unique reference number	RP516007
Date of previous inspection	Not applicable
Telephone number	07756813731

Luans Little People registered in 2015. The provision employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12noon and 12.45 until 3.45pm. The pre-school offers funded early education for two-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 2017

