

Learning Ladder Early Years

Ground Floor, Falkner Court, Francis Chichester Way, London, SW11 5HX

Inspection date	23 January 2018
Previous inspection date	19 August 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager is not fully effective in how she supports, coaches and trains her staff to ensure the quality of teaching is consistently good.
- Staff complete regular observations and assessments of children's learning, but do not use the information gained to plan and quickly narrow any gaps in their development. Children do not make consistently good progress from their starting points.
- Staff do not obtain detailed information from parents about their children's abilities and skills when they first start to attend.
- The manager's self-evaluation does not identify the key weaknesses in assessment and teaching to ensure outcomes for children are raised to at least a consistently good level.

It has the following strengths

- Parents speak positively about the nursery. They state that the staff are friendly and that they are kept up to date about their children's daily routine.
- The manager and staff maintain a safe environment for children. They ensure the premises are clean and tidy. Staff promote good hygiene practice when changing nappies and when preparing for snack and mealtimes.
- Children are polite and behave well. Strategies to manage children's behaviour are consistently implemented by staff.
- Children's growing independence is supported well. They access a suitable range of toys to support their interests and stages of development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ provide focused supervision, support and coaching for staff to identify and address training needs and raise the quality of their teaching to a consistently good level 	11/02/2018
<ul style="list-style-type: none"> ■ make better use of observations and assessments to identify children's individual levels of achievement, and plan to quickly take action to narrow any gaps in their learning so that all children make at least good progress from their starting points. 	11/02/2018

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

- obtain more detailed information from parents about their children's abilities and skills on entry to promote children's good progress from the outset
- strengthen the way in which reflection is used to identify and target ways to raise the quality of teaching and assessment and evaluate the impact on children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 manager and director. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to staff regarding their knowledge of safeguarding and support they receive from management.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Michelle Drury

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager does not use self-evaluation rigorously to ensure that she continually meets the requirements of the early years foundation stage. She does not reflect in enough depth to evaluate the impact of the quality of teaching and assessment on children's progress. She does not monitor the performance and professional development of staff or children's progress robustly. Staff do not receive focused support and coaching to help them ensure that all children are offered consistently high-quality learning experiences. The arrangements for safeguarding are effective. Staff are aware of the indicators that a child may be at risk of harm. They know how to report any concerns they have about children's welfare and wider child protection issues. They complete risk assessments to ensure areas that children have access to are safe and secure. Staff supervise children closely and adult-to-child ratios are maintained well.

Quality of teaching, learning and assessment requires improvement

Although the staff are well qualified, they do not use what they learn from their observations and assessments well enough to plan activities that focus on closing the identified gaps in the children's learning. Furthermore, the quality of teaching is variable. At times, children are not sufficiently challenged in their play. For example, during a planned creative activity, staff overly direct children and do not make the most of opportunities to extend their learning. Nevertheless, some aspects of teaching are good. Children enjoy playing with chalk to make marks on the floor. Staff support children's numeracy skills well, helping them to recite numbers in sequence with growing confidence.

Personal development, behaviour and welfare require improvement

Partnerships with parents are good, overall, although staff do not establish children's starting points swiftly. Staff raise children's sense of self-esteem, for instance, by praising their good behaviour and achievements. They develop positive relationships with them. Children learn about respecting other cultures and families who live within their local community. Children's good health is promoted well. For example, children regularly spend time outside in the fresh air, practising and developing their physical skills. Snacks and main meals are healthy and nutritious. Staff help children to develop their independence skills, such as pouring their own drinks. Staff sit with children during role play and talk to them about their interests. This helps children to develop their social skills.

Outcomes for children require improvement

Assessment and teaching are not sufficiently well focused to help every child to reach their full potential. That said, children are learning some basic skills ready for their eventual move on to school. They make marks, learn to distinguish colours and learn some number names as they play. Older children make marks on various surfaces.

Setting details

Unique reference number	EY286477
Local authority	Wandsworth
Inspection number	1061791
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	42
Number of children on roll	32
Name of registered person	Doddington & Rollo Childrens Centre
Registered person unique reference number	RP527591
Date of previous inspection	19 August 2013
Telephone number	0207 622 9300

Learning Ladder Early Years registered in 2011 and is managed by a voluntary committee. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one with early years qualified teacher status. The nursery is open every weekday from 7.30am to 6pm all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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