

# Little Learners Pre-School

Barclays Community Centre, Cook Street, Winton, Eccles, M30 8QG



## Inspection date

30 January 2018

Previous inspection date

4 July 2014

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- The manager has not ensured that all staff who work directly with children are suitable. She has not completed Disclosure and Barring Service checks for all staff.
- The manager does not sharply target the professional development of all staff to assist in raising their practice to the highest level.

### It has the following strengths

- Partnership working with external agencies is very well focused on identifying the needs of individual children. Staff regularly attend meetings to help ensure that children's individual needs are well known and supported. Children benefit from the consistent approach to their learning and care needs.
- The manager and staff work very closely with parents, who are very complimentary about the staff team. Staff invite parents into the setting to update them about the progress their children make.
- The pre-school environment is stimulating and welcoming. Children have access to a wide range of interesting resources, indoors and outdoors. Children enjoy learning and make good progress from their starting points.
- Staff effectively promote children's personal, social and emotional development. They patiently teach children how to share with their friends and cooperate, and to overcome problems they may encounter. Children behave well and are learning how to manage their feelings and behaviour.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

- |   | <b>Due Date</b> |
|---|-----------------|
| ■ ensure that all members of staff complete the required suitability checks, including obtaining Disclosure and Barring Service checks. | 28/02/2018      |

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

- provide all staff with professional development opportunities that help to develop their skills to the highest level.

### 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 completed a joint observation with the manager.
- The inspector looked at documentation, including a sample of children's learning records, and checked the records of staff suitability checks.
- The inspector took account the views of parents, staff and other professionals spoken to on the day of the inspection.

### Inspector

Helen Gaze

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Recruitment procedures for employing new members of staff are not fully effective. The manager has not completed Disclosure and Baring Service checks for all staff. However, this does not impact significantly on children because the manager has taken steps to reduce any possible risks. For example, new staff do not have any unsupervised contact with children. All staff understand their roles and responsibilities to keep children safe from harm. They know how to report concerns about a child or adults. Safeguarding is effective. The manager and staff evaluate the quality of the setting. They highlight areas for improvement and implement an action plan. Overall, the manager supports and guides staff well to help maintain their good practice. However, some staff are not yet provided with professional development opportunities that are precisely focused on raising their skills to the highest level.

### Quality of teaching, learning and assessment is good

The manager and staff regularly assess children's progress to identify and close any gaps in their learning and development swiftly. Knowledgeable staff effectively support children who have special educational needs and/or disabilities. They successfully plan and deliver a good range of targeted activities that is well matched to children's needs. Staff promote children's listening and attention skills very well. For example, they engage children in small-group activities and encourage them to work with the puppet, to find and name different objects. Staff engage children in singing rhymes and motivate them to join in with the actions. Children work well together to develop their creative and imaginative ideas. For example, they actively collaborate to build a rocket using building bricks and pretend to travel to space. Children show interest in mathematics. For instance, they recognise numerals on a dice and begin to understand concepts of more and less.

### Personal development, behaviour and welfare require improvement

The weaknesses in recruitment practice affect how well children's welfare is promoted overall. Children are happy and settled. They have developed strong emotional attachments to their key person. Staff provide children with a wealth of opportunities to develop their physical skills. Children enjoy exploring outdoors and delight in challenging themselves to throw and catch balls, and in finding worms hidden in the grass. Staff sit with their key children at mealtimes, encouraging them to talk about themselves, their interests and their families. Children confidently take part in washing their own hands and collecting their own equipment to use. They develop good independence and social skills.

### Outcomes for children are good

Children thoroughly enjoy their time at the pre-school. They make good progress in their learning and develop skills which will help them in their future learning. Those children who need additional help are swiftly identified and receive good support from staff. Children develop good communication skills. They learn how to listen carefully and follow instructions, for instance, during small-group times.

## Setting details

<b>Unique reference number</b>	EY216941
<b>Local authority</b>	Salford
<b>Inspection number</b>	1103939
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Little Learners Committee
<b>Registered person unique reference number</b>	RP907815
<b>Date of previous inspection</b>	4 July 2014
<b>Telephone number</b>	07814 577 300

Little Learners Pre-School registered in 2002. The pre-school opens Monday, Tuesday, Thursday and Friday, during term time. Sessions are from 9.30am until 1.30pm. The setting provides free early education for two-, three- and four-year-old children. The provision employs eight members of staff, five of whom hold appropriate childcare qualifications at level 3 or 4.

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.

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