

Little Tots Academy

25 - 27 Sherburn Terrace, CONSETT, County Durham, DH8 6ND



Inspection date

Previous inspection date

15 February 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 management systems for monitoring children's achievements and staff's teaching are not yet fully embedded to ensure all children are making good progress.
- Not all of the staff team are fully informed and confident when using assessment procedures. Consequently, they do not always make the best use of what they learn from observations to consistently plan and support children's next stage of development.
- Staff do not gain detailed information on children's development from parents before children start at the setting. This does not enable them to plan effectively as soon as children attend.
- The outdoor area is not an inviting, stimulating environment. Additionally, resources indoors do not provide the maximum learning opportunities for children.

It has the following strengths

- The relatively new manager is motivated and enthusiastic and very keen to raise the quality of the provision.
- The nursery areas are clean and healthy, nutritious food is provided. Children are supported to learn good hygiene routines, such as handwashing.
- The premises are safe and secure and children are well supervised.
- Staff support children in their language development. Parents say that their children's speech has improved since attending the nursery.

What the setting needs to do to improve further

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

	Due Date
■ introduce a more effective process for checking on children's progress and overseeing staff performance, and make sure that children receive consistently good-quality teaching	14/03/2018
■ improve staff's understanding of assessment processes to understand children's level of achievement, interests and learning styles, and then to shape learning experiences.	14/03/2018

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

- obtain more detailed information from parents about children's starting points to help plan effectively as soon as children start
- enhance the outdoor play area and build on resources indoors to increase the range and quality of learning opportunities for children.

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 nursery manager.
- The inspector had discussions with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lindsey Pollock

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The manager and staff have a sound understanding of child protection issues. They know what to do if there is a concern about a child in their care and complete training to ensure their knowledge is updated. The manager is aware that closer monitoring of staff performance and more secure assessment of children's development are needed. She is beginning to address this through staff training and support, supervisions and appraisals. However, these arrangements are not yet well established. The manager reflects on the provision and takes the views of staff and parents into consideration. Overall, positive partnerships with parents are in place. For example, the manager has recently introduced a parents group when she meets with them to encourage closer links between the nursery and home.

Quality of teaching, learning and assessment requires improvement

Some staff do not fully understand the assessment procedures, nor do they accurately assess children's achievements. Additionally, they do not seek detailed information from parents about where children are in their development on entry to the setting. This means that staff do not always target activities well enough to build further on what children already know and can do. That said, staff do provide some interesting and fun learning opportunities for children and some demonstrate good teaching skills. Opportunities are provided to develop children's understanding of mathematics. For example, during a craft activity staff talk to children about different shapes and sizes as they make their pictures. Staff and parents report an improvement in children's learning since the manager reorganised rooms and resources. For example, children are able to make more independent choices. However, the outdoor area does not yet provide an exciting place for children to play in. Indoors, resources to encourage children to observe closely and use all their senses are currently limited.

Personal development, behaviour and welfare require improvement

Children are settled and confident in the setting. Parents say their children are happy to attend nursery. Staff meet their individual care needs well. For example, staff working with children with special educational needs recognise their need for established, consistent routines and manage this successfully. As a result, children feel secure and reassured. However, the weaknesses in assessments mean that some children's enjoyment of learning and motivation is compromised. Children generally behave well and are beginning to learn about the importance of sharing and taking turns. Staff teach them about safe practice, such as not running indoors and sitting still at the table.

Outcomes for children require improvement

Overall, children do not make enough progress in their learning and development due to the weaknesses in teaching and assessment. This does not prepare them as much as possible for starting school. However, children are learning some skills they will need for the next stage of their learning. For example, they are developing their independence skills as they help to put on their coats to go outside and clean their own face and hands.

Setting details

Unique reference number	EY497602
Local authority	Durham
Inspection number	1036118
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 5
Total number of places	70
Number of children on roll	40
Name of registered person	Little Tots Academy Ltd
Registered person unique reference number	RP901766
Date of previous inspection	Not applicable
Telephone number	07802790066

Little Tots Academy registered in 2016. The setting employs seven members of childcare staff, including the manager. The majority of staff hold childcare qualifications at level 2 and above. The setting opens Monday to Friday from 7.30am to 6pm, for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

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