

# Little Learners Nurseries

Florence Hayes Childrens Play Centre, 34 Fore Street, London, N18 2SS



<b>Inspection date</b>	26 February 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children play in a safe and secure environment where staff are vigilant and use daily risk assessment procedures to reduce potential hazards to children.
- Staff make accurate assessments of children's progress, which they use to challenge and extend children's learning. Children make good progress from when they start.
- Staff work well with the early years team to improve the outcomes for children. For example, supporting boys' early writing skills through their interests and their choice of play. Boys regularly use the small-world area and outdoors to make marks.
- The key-person system is well embedded. Children separate from their parent with ease. They bond with staff, who are friendly and receptive to their individual needs.
- Staff establish good partnerships with parents. Staff give daily feedback to parents about their child's care routine. They regularly share information with parents about their child's individual progress, enabling children's learning to continue at home.
- The provider, manager and staff regularly reflect on practice, resources and procedures to identify strengths and target areas to develop further. They obtain the views of parents and children to make continuous improvement to children's care and learning.

### It is not yet outstanding because:

- Staff do not consistently encourage older children to think critically and work out solutions to their problems, to enhance their mathematical understanding fully.
- Staff sometimes miss opportunities to extend children's knowledge about the wider environment, to enhance their understanding of the world even further.

## What the setting needs to do to improve further

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

- increase opportunities to enhance older children's early mathematical experiences and skills with particular regard to problem solving
- provide more opportunities for children to develop their understanding of the wider environment, including places which are relevant to them.

### Inspection activities

- The inspector held discussions with the provider and manager about the nursery practices and procedures.
- The inspector observed staff's interaction with the children during activities both indoors and in the outdoor play area.
- The inspector held discussions with staff at appropriate times and spoke to parents to gain their views about the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector looked at some documents, including staff's records, children's assessment records, the risk assessment procedures and policies.

### Inspector

Jennifer Liverpool

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are able to recognise the signs and symptoms which may be a cause for concern about a child's welfare. They know the procedures to follow if a child is at risk of harm. The provider implements robust recruitment and vetting systems to check staff's suitability to work with children. The management team is supportive of staff's professional development, for example, by providing regular supervisory sessions, team meetings and training to improve the effectiveness of teaching. It has good systems in place to monitor the quality of care, teaching and children's learning. For example, the manager and staff are developing an area of the outdoor space to enhance children's outdoor play and learning experiences further. Parents comment that they are happy with their children's care and progress.

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

Staff plan a broad range of purposeful activities based on children's learning needs and interests, which motivates children to learn. For example, children are keen to explore alone or with others as they test out and discover the force of magnets on different surfaces. Staff model pretend play for the children by being involved and interacting with them. They respond to children's comments and ideas by providing resources to extend their imagination well and encourage children to share their experiences from home with others. Staff provide a variety of opportunities to promote children's communication and language skills well. For example, they help children to express themselves in group situations and use simple words and phrases for those who are less confident speakers to develop their vocabulary further. Children begin to develop an awareness of other people and different cultures.

### Personal development, behaviour and welfare are good

Children play and learn in a clean environment where they follow good hygiene procedures. They develop important skills, such as good independence, and learn how to take responsibilities for themselves. For example, they help themselves to drinks when they need to, choose when they want to eat snacks and some young children can put their coat on without adult support. Children eat nutritious snacks, which helps them to develop healthy eating habits. Staff maintain good links with local schools to help with children's move from nursery to school, and staff share children's achievements with their new teachers effectively.

### Outcomes for children are good

Children make good progress and learn many skills which prepare them well for the next stage in their learning and school. For example, children's early writing skills are developing well. Younger children have good opportunities to explore making marks in their own way. Some older children are able to write their first name. They behave well and enjoy each other's company. Children develop their physical skills well, for example, they explore space and movement.

## Setting details

<b>Unique reference number</b>	EY493305
<b>Local authority</b>	Enfield
<b>Inspection number</b>	1031173
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Little Learners Nurseries Limited
<b>Registered person unique reference number</b>	RP531995
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07782126443

Little Learners Nurseries registered in 2015. It operates from Florence Hayes Children's Play Centre in Edmonton, in the London Borough of Enfield. The nursery opens Monday to Friday from 9am to midday and 12.30pm to 3.30pm, during term time. The provider is in receipt of funding to provide free early education for children aged two, three and four years. The provider employs six members of staff, five of whom hold appropriate early years qualifications at level 2, level 3 and level 6.

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