

Inspection date	27 April 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff have the highest expectations of what each child can achieve. They meticulously use the observation and assessment system in place to understand each child's level of achievement, interest and learning style. This helps ensure children make the very best possible progress, regardless of their starting points in learning.
- The small nature of the group results in the highly effective deployment of staff who have a comprehensive knowledge of children and their families. They provide timely interventions and support for all children, including children who have special educational needs and/or disabilities and those who speak English as an additional language.
- The outstanding outcomes are clearly attributed to the high-quality teaching, excellent use of the daily routines and the very rich range of resources made available. This helps motivate children to learn and they display high levels of engagement as they play.
- Staff provide excellent emotional security through the very strong bonds they build with children. Children's health, welfare and well-being are significantly enhanced by the dedicated staff team.
- The manager works alongside the staff team and together they demonstrate a highly successful drive to continuously improve the achievement of all children.

What the setting needs to do to improve further

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

- continue to enhance the already very rich experiences provided to teach children about other communities, to help maintain their rapid progress.

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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager and members of the senior leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at the pre-school during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager and staff team are passionate about the children and their achievements. They are reflective and continuously seek high-quality practice. For example, a precisely focused development plan is in place to help provide even more meaningful opportunities to teach children about other communities. The manager monitors and coaches staff daily to ensure the quality of teaching is consistently high at all times. As a result, staff share the same high standards and are extremely motivated. The arrangements for safeguarding are effective. Staff are vigilant and trained to swiftly identify and support children who may be at risk of abuse or neglect. They work extremely closely with other professionals working with the families to promote children's welfare and education. A highly successful two-way flow of information and communication ensures parents understand how their children should progress and how they can contribute to this.

Quality of teaching, learning and assessment is outstanding

Staff use highly effective monitoring systems on a daily basis to track children's progress as they work with them. This meticulous tracking of children's learning results in children making significant gains in their learning. Staff use this information very precisely during activities to ensure all their interactions are highly challenging. They make the very most of all of their interactions with children and place sharp focus on helping children acquire excellent communication skills. Staff place a very high level of focus on promoting children's mathematical skills. For example, they use every possible opportunity to introduce mathematical concepts during activities and in the daily routine. Staff have a deep understanding of how children learn best and provide a very rich learning environment which quickly captures the children's imagination and curiosity.

Personal development, behaviour and welfare are outstanding

Staff are extremely sensitive to the needs of children and have genuinely close relationships with them. For example, children are keen to share their experiences and staff promote children's sense of achievement exceptionally well. Children show high levels of independence and have ample opportunities to increase their self-help skills because staff are patient and give them the time they need. Children behave extremely well and fully understand the codes of behaviour in place. Staff teach children about how to keep safe at the pre-school and when on outings. The most able children have a comprehensive understanding of the benefits of exercise and eating healthily.

Outcomes for children are outstanding

All children, including those receiving additional funding, make consistently high rates of progress in all areas in preparation for school. Children skilfully use a variety of tools, such as tweezers, rolling pins and scissors. Children confidently use the laptop and mouse to help support their learning. Children show a real interest in colours beyond the primary colours, and shapes, including three-dimensional shapes. Children are excited by the learning opportunities on offer. They are independent learners and show a strong desire to complete tasks.

Setting details

Unique reference number	EY498131
Local authority	Worcestershire
Inspection number	1040888
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 - 5
Total number of places	24
Number of children on roll	19
Name of registered person	Sharon Elizabeth Hunter
Registered person unique reference number	RP906675
Date of previous inspection	Not applicable
Telephone number	07967 608696

Little Learners registered in 2016. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens on Monday, Tuesday, Thursday and Friday, term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
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