

# Learning Ladder Childcare

Abbey Primary School, Stuart Avenue, Forest Town, Nottinghamshire, NG19 0AB



## Inspection date

14 May 2018

Previous inspection date

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		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Assessments of children's learning are not precise enough. Staff do not know enough about the progress check required for children aged between two and three years. Not all children are provided with enough individual challenge to make good progress in their learning.
- Staff do not gather sufficient information from parents about the skills and knowledge children already have on entry to the setting, or consistently encourage them to share ongoing information about their children's learning and development at home.
- The effectiveness of staff's practice and its impact on children's learning is not yet monitored well enough to raise the quality of teaching and improve outcomes for children.

### It has the following strengths

- Staff provide appropriate praise and encouragement so children feel good about themselves. Children explore their environment freely and demonstrate good levels of confidence.
- Children gain a sense of independence through the accessible environment and tasks that encourage them to do things for themselves.
- Children have strong attachments to the staff, who are caring and attentive to their needs.
- Partnerships with other professionals are well established. As a result, children who have special educational needs and/or disabilities are well supported.

## 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"> <li>improve how well staff observe and assess children's learning, in order to consistently identify where children are in their development and to plan more precisely for the next steps in their individual learning so that they make good progress</li> </ul>	28/05/2018
<ul style="list-style-type: none"> <li>review children's progress when they are between the age of two and three years, and provide parents with a short written summary, highlighting children's achievements and any areas where their development is less than expected.</li> </ul>	28/05/2018

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

- gather more detailed information from parents about their children's learning at home and use this shared knowledge to plan more precisely to move children further forward in their learning
- strengthen systems for monitoring staff performance and supporting their ongoing professional development to help promote consistently good teaching and 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the provider and setting manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

**Inspector**  
Tina Garner

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager evaluates some aspects of the provision and meets regularly with staff to have discussions regarding areas of their practice. However, systems for monitoring staff performance and promoting their ongoing professional development are not strong enough to ensure the quality of teaching is consistently good. Safeguarding is effective. All staff are trained in child protection and wider safeguarding issues. They know the procedure to follow if they have a concern regarding a child. Robust procedures are in place to ensure staff are suitable to work with children. Parents speak highly of the staff team. Information is provided to parents about the progress their children make. However, incomplete information is gathered from parents regarding what their children already know and can do at home.

### Quality of teaching, learning and assessment requires improvement

Staff do not assess children's progress well enough and they do not carry out the progress check for children aged between two and three years. Consequently, planned activities are not well matched to children's abilities or precisely focused so that any gaps in learning close rapidly. Nevertheless, children settle quickly and take part in a wide variety of appropriately extended activities. They develop their creative skills as they make marks with paint and pencils and use scissors to cut out the crowns they are making. They enjoy emptying and filling containers with water and explore sand when playing outside.

### Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment. They support children's emotional well-being and help them to form secure attachments. Children develop positive attitudes towards managing their own behaviour, as staff are good role models. They are confident in their interactions, and select their own resources to support their play. Staff follow the interests of the children and support them to manage their own risks effectively, for example, by reminding them how to balance well on the physical equipment. Good hygiene practices are in place and children are effectively supported to manage their own self-care during routines. Staff help children to develop independence from a young age. For example, children confidently serve their own snacks and pour their own drinks. This builds their confidence and self-esteem and helps to prepare children for school.

### Outcomes for children require improvement

Not all children make consistently good or better progress to ensure they are fully prepared for the next stages in their learning. However, children understand what is expected of them and are learning to take responsibility for small tasks. They explore their surroundings and satisfy their natural curiosity as they try out a wide range of resources. They gain social skills as they play with their friends. Children enjoy listening to stories and joining in with songs and rhymes. Early mathematical skills are developing well. Children learn to sort objects, compare size and count as they play.

## Setting details

<b>Unique reference number</b>	EY498894
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1050206
<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 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Learning Ladder Childcare Limited
<b>Registered person unique reference number</b>	RP901127
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07812903538

Learning Ladder Childcare registered in 2016. The setting employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, one holds a qualification at level 4 and one holds an early years degree. The setting opens from Monday to Friday all year round. It opens from 7.45am until 6pm, offering pre-school sessions from 8.40am until 3.15pm, and before- and after-school care outside of these hours during term time. The setting also offers a holiday scheme during school holidays, which is open from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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