

Little Learners Nursery

Bayton C of E Primary School, Bayton, Kidderminster, Worcestershire
DY14 9LG



Inspection date	1 October 2018
Previous inspection date	22 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Children are happy, well behaved and confident. They build strong bonds with staff and show they are emotionally secure. Staff are caring and nurturing with all children, in particular with those who have special educational needs and/or disabilities.
- Staff give children plenty of opportunities to be outdoors and challenge their physical skills. Children negotiate more complicated equipment, such as tyre swings and enjoy the weekly forest school experience. This supports children's skills to explore and investigate in the outdoor area.
- Through staff's effective planning, children have time to develop their imagination and bring their ideas alive. For example, they sell real fruit and vegetables in their shop, and use dried sunflowers, leaves and conkers in their autumn display.
- Staff form close partnerships with parents, which support children's emotional well-being. Parents speak highly of the staff and the level of care that they provide. They describe staff as, 'Very warm and welcoming' and flexible to their needs.

It is not yet outstanding because:

- The manager and staff do not gather sufficiently detailed information from other settings that children attend. This does not fully ensure a consistent approach is in place for children's learning and development.
- The newly appointed manager has just started to review the process of tracking different groups of children. Therefore, it is still to have an impact on rapidly narrowing any gaps in children's learning and ensuring they make even greater progress.

What the setting needs to do to improve further

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

- improve systems for sharing information with other early years settings that children attend, to ensure a consistent approach to children's learning and development
- strengthen the use of information gained from tracking, to ensure any gaps in learning close quickly and that different groups of children make as much progress as possible.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke with the provider, manager, staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents.
- The inspector sampled a range of documents, including children's files and records relating to the ongoing suitability of staff.

Inspector
Lesley Bott

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good knowledge of safeguarding and child protection procedures. They know who to contact to seek advice and raise any concerns about a child's welfare. Children learn how to keep themselves safe as a result of effective risk management processes from staff. They participate in challenging activities, such as climbing trees and sitting beside open fires, with good levels of maturity. The manager monitors the consistency and quality of care and teaching that staff provide to children. She observes staff's interaction with children and through effective supervision, provides them with helpful advice to support their practice. Staff attend a good range of beneficial training to help extend their professional development and raise outcomes for children.

Quality of teaching, learning and assessment is good

Staff promote early mathematics very well, particularly with older children. For example, they encourage children to count the bricks in the towers they build and talk about the mathematical displays indoors and outside. Staff actively join in with children's games and activities. They also choose a musical instrument with the children and sing enthusiastically to nursery rhymes. Staff effectively promote children's imaginative and investigative skills. Children show delight as they explore and feel different textures as they mix shaving foam and different coloured paint together. Staff promote children's communication and language development successfully. For example, they ask them questions about their play, to help support their speaking and listening skills.

Personal development, behaviour and welfare are good

Staff gather comprehensive information from parents about their child prior to them starting at the setting. They find out about children's likes and dislikes. This helps to ensure they settle in smoothly, as staff prepare activities that interest the child. Staff are consistent in their approach to behaviour management and use age-appropriate strategies to reinforce boundaries. This helps children to think about and understand the consequences of their behaviour on others. Children benefit from healthy lifestyles. Well balanced and nutritious meals are offered to children, as well as daily opportunities to be outdoors in the large play area. Children relish their time spent in the mud kitchen and develop their physical skills on the bikes and slide.

Outcomes for children are good

Children of all ages develop good skills that help to prepare them for their next stage in learning. They are learning to become independent as they follow daily routines. Children make simple choices, such as choosing from a selection of fruit at snack time, and help to clear their cups and plates away. Older children benefit from activities that help them develop the skills they need for their move to school. Staff introduce routines that the children will experience, such as sitting for the register and circle time. This effectively helps to develop children's talking and listening skills.

Setting details

Unique reference number	205287
Local authority	Worcestershire
Inspection number	10067026
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	24
Number of children on roll	72
Name of registered person	Bunn, Judith Kathlyn
Registered person unique reference number	RP908775
Date of previous inspection	22 October 2015
Telephone number	01299 832855

Little Learners Nursery registered in 1997 and operates from premises in the grounds of Bayton Church of England Primary School in Bayton, Worcestershire. The nursery employs seven members of childcare staff. Six of whom hold appropriate early years qualifications at levels 3 to 5 and one who holds an early years teaching qualification. The nursery opens Monday to Friday, all year round from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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