

Learning Ladder Early Years



Ground Floor, Falkner Court, Francis Chichester Way, LONDON SW11 5HX

Inspection date	7 November 2018
Previous inspection date	23 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- The director and manager have taken positive steps to address the actions raised at the last inspection. For example, they have reviewed how staff observe and assess children's progress to ensure this is precise and meaningful. This helps children to make consistently good progress from their starting points.
- The manager has increased the support for staff to raise standards of care and teaching. For instance, recent training has improved staff's knowledge of how to engage with children more effectively.
- Children benefit greatly from the many different opportunities that help them to make sense of their physical world and their community. They enjoy exploring, observing and finding out about similarities and differences between people, places and animals.
- Staff collect relevant information from parents to help them get to know children from the outset. This helps children to feel safe and emotionally secure at the nursery.
- Staff risk assess the premises, including while on outings. They teach children to identify and manage age-appropriate risks in different situations, to help keep themselves safe.

It is not yet outstanding because:

- Staff do not fully consider how to involve children more, particularly older children, to build on their spontaneous ideas during play.
- Occasionally, such as during group times, some staff interrupt children's learning to carry out the daily routines. This does not fully support children's enjoyment.

What the setting needs to do to improve further

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

- increase opportunities for children, particularly older children, to contribute their ideas about the play activities they wish to do, so they can extend their learning further
- minimise interruptions to children's learning to help them make the most of all learning experiences.

Inspection activities

- The inspector discussed with the nursery manager and director how they evaluate the provision and target areas for improvement.
- The inspector carried out a joint observation with the nursery manager and discussed children's play, learning and progress with her. She sampled children's learning records.
- The inspector observed the quality of teaching during indoor and outdoor activities. She accompanied staff and pre-school children on an outing.
- The inspector spoke with parents and read written feedback from them to obtain their views about the nursery.
- The inspector sampled documentation, including safeguarding procedures, staff's suitability checks, and records of accidents and incidents.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure knowledge of child protection issues that may give them cause for concern. They know the procedures to take to support children's welfare. Staff are vigilant in their supervision of children and implement rigorous procedures, for example, to prevent unauthorised persons from entering the premises. The manager follows thorough processes to help ensure safe recruitment of staff. She listens to the views of others, including other professionals, to evaluate the quality of the provision well. For instance, following a review, the manager has led the refurbishments of the outdoor space to enhance children's physical development. The manager shows her commitment to working closely with parents to benefit children.

Quality of teaching, learning and assessment is good

Staff use strong knowledge, experience and training to help identify and address any gaps in children's learning successfully. They plan a variety of stimulating and challenging activities for the children indoors and out. Staff sing, read and ask children age-appropriate questions to support their language development. All children enjoy making music, engaging in role play and exploring their environments. For example, babies show their good skills as they use a variety of toys purposefully during play. Older children make effective use of magnifying glasses to help find snails and insects in the garden. Staff skilfully support children and encourage them to 'look inside the snails', which motivates children to continue with their search. Children show secure levels of confidence as they complete jigsaw puzzles and make three-dimensional structures using toy bricks.

Personal development, behaviour and welfare are good

Staff, including those who have recently started, work well together to aid children's emotional well-being. They are kind and gentle with the children, which helps to build strong relationships with them. Staff are good role models and teach children to behave well. For example, they make their expectations and boundaries clear, which helps to support children to manage their feelings and emotions appropriately. Children show care, love and respect for others, including for their surroundings. For instance, they gently remind their peers 'not to pull plants because they will not grow'. Staff provide children with many opportunities to be active and to develop their independence skills. Children enjoy playing and testing their physical strength.

Outcomes for children are good

Overall, children, including those who speak English as an additional language, gain important skills in preparation for their future learning. For example, babies develop their sensory skills as they explore and mix paints with their hands. Babies shout out 'more' to express their delight. Two-year-old children equally have lots of fun while painting. They use their increasingly wide vocabulary to express their thoughts, such as 'I'm making a rocket and it is not blue'. Older children develop good levels of concentration as they listen and follow instructions well in readiness for school. They enjoy practising their early drawing and writing skills for different purposes.

Setting details

Unique reference number	EY286477
Local authority	Wandsworth
Inspection number	10080312
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	42
Number of children on roll	24
Name of registered person	Doddington & Rollo Childrens Centre
Registered person unique reference number	RP527591
Date of previous inspection	23 January 2018
Telephone number	0207 622 9300

Learning Ladder Early Years registered in 2011 and is managed by a voluntary committee. It is located in the London Borough of Wandsworth. The nursery employs six members of staff. Of these, two staff hold early years qualification at level 2, two at level 3 and two have an early years degree. The nursery is open every weekday from 8am until 6pm, all year round. It provides funded early education for children aged two, three and four years.

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