

Little Tots Academy

25 - 27 Sherburn Terrace, CONSETT, County Durham DH8 6ND



Inspection date	23 November 2018
Previous inspection date	15 February 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

This provision is good

- The manager has high expectations and sets a clear focus for future developments. She is ambitious for all children to learn in a stimulating environment and achieve well. She is supported by well-qualified and enthusiastic staff.
- Staff play alongside children and support them to learn a range of basic skills. For example, pre-school children show high levels of concentration as staff build upon their interests and show them how to use a tablet to support their learning.
- Clear self-evaluation shows there is continuous improvement in the quality of care and education provided for all children. This demonstrates the manager's drive and commitment to improve outcomes for children and families. Action plans are focused, detailed and support continual improvements to practice.
- Staff are friendly and welcoming. The well-established key-person system successfully helps to support children's emotional development. Children form secure attachments with staff.
- Occasionally, staff do not implement highly effective strategies to support children to manage their behaviour, emotions and feelings.
- The arrangements to observe and develop the quality of teaching are not fully embedded, to improve the overall quality of practice to outstanding levels.

What the setting needs to do to improve further

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

- ensure that all staff consistently implement highly effective strategies to support children to manage their behaviour, emotions and feelings
- embed and extend opportunities for monitoring and developing the quality of teaching.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Amy Keith

Inspection findings

Effectiveness of leadership and management is good

Since the last inspection, there have been significant improvements to practice. For example, close scrutiny of children's progress supports the manager and staff to identify where there are gaps in achievement for individual children and between different groups of children. Successful partnership working means children who have special educational needs and/or disabilities are supported very well. Safeguarding is effective. All staff are trained and highly vigilant to recognise the signs and symptoms that may be a cause for concern. They are very clear on the correct reporting procedure to follow. Staff recruitment and vetting procedures are thorough. The manager regularly reviews the ongoing suitability of all staff and identifies training and professional development opportunities during focused supervision sessions.

Quality of teaching, learning and assessment is good

Staff effectively support children's communication and language development. They ask children challenging questions and give them time to think and answer. Children enjoy interactions with staff and invite them to join their play. For instance, toddlers respond extremely well to praise from staff as they work together to make aeroplanes using construction resources. Parents contribute to initial assessments of children's starting points and are kept well informed about their children's progress. They are encouraged to share information about their children's learning and development at home.

Personal development, behaviour and welfare are good

Children enjoy spending time outdoors where they have opportunities to be physically active and learn new skills, such as balancing and negotiating space. Staff effectively promote children's independence during routines and activities. Older children demonstrate a good understanding of how to use knives safely as they cut vegetables to help prepare food for snack. Staff effectively support children in learning to manage their personal needs and hygiene. They are attentive towards children, who are comfortable and happy throughout the nursery. Staff regularly monitor the learning environments and make effective changes. This contributes towards children being able to explore freely and safely. Children confidently make choices and play with a wide selection of high-quality toys and resources.

Outcomes for children are good

Children are motivated to learn and are willing to try new things and to initiate conversations with adults and one another. They make good progress from their starting points and attain the key skills needed for the next steps in their learning, including for starting school. Gaps in learning are quickly narrowing, including for children who have special educational needs and/or disabilities.

Setting details

Unique reference number	EY497602
Local authority	Durham
Inspection number	10080428
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	70
Number of children on roll	33
Name of registered person	Little Tots Academy Ltd
Registered person unique reference number	RP901766
Date of previous inspection	15 February 2018
Telephone number	07802790066

Little Tots Academy registered in 2016. The setting employs seven members of childcare staff, including the manager. The majority of staff hold childcare qualifications at level 2 and above. The setting opens Monday to Friday from 7.30am to 6pm, for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

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