

Little Learners Lawefield



Lawefield Primary School, Lawefield Lane, Wakefield, West Yorkshire
WF2 8ST

Inspection date	4 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Ambitious leaders are passionate about providing the very best early years provision for all children and their families. Effective systems are in place to inform continuous improvement. This helps to achieve good-quality standards.
- Children are happy, settled and build good relationships. Staff promote children's behaviour well. They are positive role models who treat children with kindness and respect. Children learn to take turns and share resources with support.
- Well-qualified staff use strategies learned following training to support children's good behaviour further. For example, children are highly animated in gaining reward stickers. This helps to boost children's self-esteem and confidence.
- Children are motivated and excited to join in with the wide range of activities available. They show good levels of curiosity and interest as they explore a stimulating variety of resources and areas of play. All children make good progress.
- Children who speak English as an additional language develop speaking skills rapidly. Staff use key words in children's home languages while they play. This helps to support communication and language skills.
- Sometimes, quieter children do not get a chance to respond and answer questions, to extend their learning and help them go beyond what they already know.
- The management team have systems in place to monitor staff practice, such as regular supervisions and observations of practice. However, these are not yet sharply focused enough to help to raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- improve questioning skills that extend children's thinking and learning even further, giving quieter children more time to respond and answer
- use systems for staff supervision more effectively to evaluate the impact of staff's practice on children's learning and to help raise the quality of teaching to the highest possible level.

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 completed a joint evaluation of an activity with the deputy manager and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector viewed all areas of the premises used by children. She held meetings with the nursery provider and deputy manager.
- The inspector viewed documentation, including public liability insurance, policies and procedures and the suitability checks of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Caroline Stott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of the signs, symptoms and indicators of possible abuse and neglect. They know how to report any concerns about a child in their care and understand wider safeguarding concerns. The provider is clear in her evaluation of the nursery and has a strong capacity to continually improve. Staff supervise children well and risk assessments are robust. All areas of the nursery premises are clean and safe. Partnership working is strong. Links with the local authority, host school and parents are good. Parents are kept well informed about their children's developmental progress. The support in place for children who speak English as an additional language is good. For example, newsletters are translated to help keep parents informed of staff's planning.

Quality of teaching, learning and assessment is good

Overall, staff promote children's language and communication skills effectively. They read stories enthusiastically which captivates children's interest. Children enjoy joining in with familiar refrains and rhymes. Staff know the children well and use their knowledge of them to effectively assess, monitor and plan for children's next steps in learning. Children thoroughly enjoy various types of sensory play. For example, they explore flour inside and find numbers and count enthusiastically. Children make marks and patterns in the flour and on chalkboards. This supports children's mathematical development and early writing skills. Outside, children explore the area with magnifying glasses. Staff name creatures and children repeat these. This promotes their understanding of the world in which they live and enhances their vocabulary further.

Personal development, behaviour and welfare are good

Staff encourage parents to share valuable information on entry, such as children's routines and developmental information. Staff include children's interests to ensure the learning environment is inviting and resources are accessible to children. Staff are friendly and extremely responsive towards children. Children's efforts are praised highly and behaviour is very good. Children are eager to play and interact with their friends. Children's physical well-being is well supported. For example, they enjoy outdoor play and exercise sessions.

Outcomes for children are good

Children listen well and enjoy singing and story times. They are keen and active learners who communicate effectively with staff and others. Children use mathematical language in their play and demonstrate a good knowledge of number. They are motivated to learn and often lead their own learning. Children look forward to undertaking manageable responsibilities, such as tidying up and being nominated as helpers for the day. They proudly serve their own lunch and practise good hygiene routines, such as washing their hands. Children develop skills to help them become independent and ready for the next stage in their learning, such as school.

Setting details

Unique reference number	EY542862
Local authority	Wakefield
Inspection number	10089664
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 7
Total number of places	40
Number of children on roll	22
Name of registered person	Butterfield, Nicola Michelle
Registered person unique reference number	RP904885
Date of previous inspection	Not applicable
Telephone number	01924609330

Little Learners Lawefield registered in 2016. The nursery is owned and managed by a private provider. It employs three members of staff who work directly with the children. Of these, one holds qualified teacher status. Two members of staff hold a qualification at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and two weeks at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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