

Inspection date	7 March 2019
Previous inspection date	14 May 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

- Staff make good use of their qualifications and work very well with a wide range of other professionals in the best interest of children. This helps to ensure that children's emotional well-being is fully promoted and they are supported to make good progress.
- Children learn how to keep themselves safe. Staff demonstrate how to use scissors correctly as they cut dough. They use descriptive language as they talk to children about how they are 'snipping' the dough. Older children show sustained concentration as they carefully manipulate a pair of scissors, working out how to gain control before successfully cutting into the dough.
- All children, including those who speak English as an additional language, are supported well to learn how to communicate. Staff model language, speaking very clearly to children. They also give them plenty of time to think through what they would like to say before replying. Staff use simple gestures and correctly repeat words that children have mispronounced.
- Parents report that staff are very supportive towards the whole family. They describe staff as 'fabulous' and 'amazing'. Parents talk about how they are provided with information about their child's progress and future learning through an online system and discussion with staff.
- Since the last inspection, systems have been implemented to ensure that Ofsted is notified about changes to the nominated individual. This further promotes children's safety and welfare.
- Staff do not always make the most effective use of assessments to ensure that children are consistently provided with challenge that helps them to make better than good progress.
- Staff do not always recognise the opportunities that arise during children's play to build on their understanding and learning of early mathematics.

What the setting needs to do to improve further

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

- make more-effective use of assessments for children's next steps in learning
- increase opportunities to extend children's understanding and enjoyment of early mathematics.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussion at inspection.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff complete relevant training and know how to report any concerns they have about children. Regular risk assessments and daily safety checks are carried out to ensure that staff are able to identify and minimise potential risks. Robust recruitment procedures ensure that all staff are subject to suitability checks. The manager regularly monitors staff practice and feeds back information that helps to support their ongoing professional development. Additional funding received for children is used to support gaps in their learning. For example, they enjoy taking part in games that help them to develop communication skills and mathematics. The manager takes account of the views of parents, children and staff when making plans for future development.

Quality of teaching, learning and assessment is good

Children use their imaginations to become a 'superhero' or 'dinosaur monster'. They have fun taking part in activities that help them develop physical skills. They mould and manipulate dough, stretching it flat and rolling it into a ball. Children pay close attention as they listen to staff reading familiar stories. They show good recall and understanding of the world when they successfully name wild animals featured in books. Older children can hold a pencil using their thumb and two fingers to write a pretend shopping list. Staff set children enjoyable and interesting physical tasks, such as standing on one foot. Children demonstrate good concentration and balance as they show staff how they can hop. Staff encourage children to learn about the changing seasons as they talk about the weather. The children recognise that it is cold outside and know to put on their coats to keep warm during outdoor play.

Personal development, behaviour and welfare are good

Children respond very positively to staff, who consistently promote their good behaviour. Children are given time to prepare themselves for changes as part of the daily routine, which builds on their understanding of social skills. Children find out about each other's culture and background. For example, they learn how to say 'hello' in a variety of different languages. Children regularly spend time outdoors and enjoy learning how to independently peel fresh fruit at snack time. They develop firm relationships with their key person and other staff. Older children show confidence as they ask staff to watch what they can do during outdoor play. Younger children turn to staff for comfort and cuddles when needed.

Outcomes for children are good

Children make good progress. They develop skills that help prepare them for their next stage of learning and in preparation for school. They develop social skills as they learn how to share and make special friendships. Children learn to solve problems and persevere. They show great excitement as they carefully peel dough from a template to reveal the impression they have made. Children show great pride and are very keen to show staff what they have achieved. Older children are able to take care of their personal needs, such as taking themselves to the toilet. Younger children learn to control and develop their arm muscles as they join in with the actions of some songs.

Setting details

Unique reference number	EY268807
Local authority	Essex
Inspection number	10084951
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	15
Number of children on roll	38
Name of registered person	Essex County Council
Registered person unique reference number	RP901507
Date of previous inspection	14 May 2018
Telephone number	01245 216959

Little Learners registered in 2004 and is located in Chelmsford, Essex. It is managed by Essex County Council, Adult Education Services. The pre-school employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday during school term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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