

# Little Learners Pre-School

Grassmoor Community Centre, New Street, Grassmoor, CHESTERFIELD,  
Derbyshire S42 5EE



<b>Inspection date</b>	22 March 2019
Previous inspection date	4 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- Staff observe children to find out what they can do. They monitor children's progress closely and identify any gaps in their learning quickly. Staff implement plans swiftly to ensure children receive the support they need to make good progress.
- Staff assess children's learning regularly and precisely. They have a good understanding of children's interests and their individual needs. They plan a range of exciting activities for children to enjoy. Children want to learn and concentrate well on their chosen activities, demonstrating perseverance and good levels of engagement.
- Staff establish good relationships with parents. Parents are well informed about their children's progress through daily discussions. Staff support parents to continue and extend children's learning at home. Parents praise staff for the warm, caring and fun learning environment they provide and express enthusiastically how much their children love to attend.
- Staff are good role models who encourage children to share toys and learn to take turns. Children behave well and learn good social skills.
- The managers are extremely committed to providing the best possible learning environment and experiences for children. They have an accurate view of the pre-school's strengths and identify areas for further development. They create clear action plans to drive improvements forward, to help raise the quality to the highest level.
- At times, staff do not give enough consideration to how children of different ages can be fully involved when taking part in planned activities together.
- At times, staff do not recognise when children who are playing independently need adult support to extend their learning.

## What the setting needs to do to improve further

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

- improve the organisation of small-group sessions, to maximise learning opportunities for all children
- support staff to recognise when children who are playing independently require adult intervention to extend their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities 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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

#### Inspector

Lianne McElvaney

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the signs of possible abuse and are clear about who they should contact if they have any concerns about a child's welfare. Staff undertake regular checks of the environment to ensure it remains a safe place for children. Staff work successfully in partnership with other providers to meet children's needs. The manager observes staff as they work with children. She uses supervision meetings to make suggestions about how they can improve their practice further. The manager carefully plans opportunities for further training. This helps to ensure staff keep up to date and enhance their teaching skills further. For example, staff use recent training in observing children's play to develop specific next steps for children's learning.

### Quality of teaching, learning and assessment is good

The well-qualified staff team get to know children well. They use their observations and assessments to plan activities to promote further learning. Staff provide a variety of activities to promote children's imaginative skills. Children enjoy pretending to do the shopping, making a list of what they need. This also supports their developing literacy skills. Staff sit at children's levels and use clear speech. They repeat what children say, offering praise when children use new words. This helps to promote children's communication skills and they develop confidence in their language skills. Staff use coloured bears to develop young children's understanding of numbers and sequence. This supports their growing knowledge of mathematics. Older children practise their coordination skills with staff as they throw balls through hoops outside.

### Personal development, behaviour and welfare are good

The pre-school has a calm and friendly feel and children are welcomed warmly by staff. An effective key-person system is in place and staff understand the unique individual needs of all children. Consequently, children are confident and emotionally secure. Staff model positive relationships, supporting children to build friendships with their peers. Children are familiar with the routine and expectations as they help to tidy away toys. Staff support children to understand the importance of living a healthy lifestyle. Children have daily opportunities to develop their physical skills, for example, as they climb and balance on equipment in the outdoor area. They negotiate the space available and develop an understanding of how to keep themselves safe.

### Outcomes for children are good

All children, including those who receive additional funding, make good progress during their time at the pre-school. For example, managers use funding to purchase books to encourage children's enjoyment of stories and rhymes. Children learn to read their name when they find their name card on arrival. This helps them to develop their early literacy skills. Children enjoy exploring using their senses. They investigate mixing soils and water outside in the mud kitchen. Children listen well and follow instructions. They take responsibility for small tasks, such as tidying away their cups and plates after snack. Staff prepare all children with the key skills they need for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY410338
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10071582
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Little Learners Pre-School Partnership
<b>Registered person unique reference number</b>	RP529773
<b>Date of previous inspection</b>	4 December 2015
<b>Telephone number</b>	07866 074319

Little Learners Pre-School registered in 2010 and is located in Grassmoor, Derbyshire. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and six hold qualifications at level 3. The pre-school opens during term time, Tuesday to Friday mornings from 8.45am to 11.45am and Wednesday and Thursday afternoons from 12.30pm to 3.30pm. They offer a lunch club on Wednesdays, Thursdays and Fridays between 11.45am to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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