

# Little Learners Ltd.

Little Learners, Day Centre, Sandwell Business Development Centre,  
Oldbury Road, SMETHWICK, West Midlands B66 1NN



<b>Inspection date</b>	25 April 2019
Previous inspection date	21 July 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

- The nursery benefits from a solid and cohesive management team. The providers are hands on and very supportive of the manager and staff. They reflect on the quality of the service they provide and seek the views of staff, parents and children to help them make improvements that benefit the children in their care.
- Children with special educational needs and/or disabilities are supported well. Staff work closely with outside agencies. They act on their ideas and suggestions to ensure that children receive good quality support, care and learning that are tailored to their individual needs.
- Staff work closely in partnership with parents. Parents are included in their child's learning and are provided with ideas to help them continue to support their child's learning at home. Parents speak highly of the nursery. They say that staff are lovely and very caring, children are settled and that staff share lots of information.
- Behaviour is good. Children take part in games to encourage turn taking and sharing. Staff have implemented a behaviour chart which incorporates a superstar, sun, rainbow and cloud. Parents comment that they find this a good system, and some have implemented it at home. This provides continuity between home and nursery with regard to managing behaviour.
- The key-person system works generally well in practice. However, staff who job share do not always make the best use of their crossover time to share enough relevant information about their key children.
- Occasionally, staff's assessment of children is not accurate enough to identify precise next steps that help children make more rapid progress.
- Staff do not consistently provide enough opportunities to fully support those children who prefer to play and learn outdoors.

## What the setting needs to do to improve further

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

- make better use of the crossover time when staff work part-time hours or job share, to make sure that all relevant information about the children is shared
- refine the assessment process to identify precise next steps that help all children to make more rapid progress in line with their individual capabilities
- enhance the use of the outdoor area to fully support those children who prefer to play and learn outside.

### 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 observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, including children's details and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and some parents during the inspection and took account of their views.

#### Inspector

Rebecca Johnson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the signs that may indicate a child is at risk of harm. This includes children being drawn into extreme situations. Staff attend safeguarding training and the manager checks their ongoing knowledge through questionnaires and quizzes. They are well qualified and attend further training to help them meet each child's individual needs. The manager provides supervision meetings, monitors staff practice and feeds back to them with areas for improvement. Members of the management team monitor the progress made by all children, including different groups of children. This enables them to identify any gaps in children's learning and to put plans in place to swiftly address these.

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

Staff plan a range of activities based on children's individual interests. Younger children become engrossed in an activity with shaving foam. They excitedly explore the foam, banging their hands in it and laughing as it flies into the air. Staff support them to introduce different resources, such as rolling pins and shapes. They extend the activity when the older children join to encourage them to name the shapes and make marks using the rollers and their fingers. Children enjoy books and listening to stories. They repeat familiar phrases and staff use props, such as puppets, to obtain and maintain children's interest.

### Personal development, behaviour and welfare are good

The environment is bright and welcoming with an abundance of children's work displayed. Resources are plentiful and easily accessible for the children to choose what they want to play with. Children form nice relationships with the staff. They interact with them during activities and actively seek them out for a hug when they feel tired or unsure. Children's good health is promoted well. All children take part in a dance session to learn about the importance of physical exercise and to enhance their recognition of rhymes and songs. They eagerly march like the 'Grand old duke of York' and pretend to be 'Dingle dangle scarecrows'. They learn about cultures and customs that are different to their own and try food from around the world. Children are supported well when they move between rooms or on to school. They attend settling-in sessions at different times so that they become familiar with the new routines before they move. Children take part in topics about moving to school. They read stories about school and learn skills they will need, such as how to hold a pencil and write their name.

### Outcomes for children are good

Children make good progress and are prepared well for the move on to the next stage in their learning, including school. They can name shapes and can say how many sides the shapes have. Older children begin to learn sounds and letters. They know that house begins with 'h' and apple begins with 'a'. They count in a variety of different situations and some can count to 20 and beyond. Children learn to become independent in their self-help skills. Older children wash their own hands and go to the toilet themselves. Younger children begin to feed themselves and voice their opinions with regard to their personal likes and dislikes.

## Setting details

<b>Unique reference number</b>	EY430677
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10071892
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Little Learners Limited
<b>Registered person unique reference number</b>	RP905334
<b>Date of previous inspection</b>	21 July 2015
<b>Telephone number</b>	0121 544 3875

Little Learners Ltd. registered in 2011. The nursery employs 14 members of staff, all of whom hold appropriate early years qualifications at levels 2 and 3. The nursery opens Monday to Friday, from 7am to 6.30pm, for 50 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

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