

# Learning Ladder Childcare

Abbey Primary School, Stuart Avenue, Forest Town, Nottinghamshire  
NG19 0AB



<b>Inspection date</b>	10 May 2019
Previous inspection date	14 May 2018

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

- Leaders have made improvements to quality since the last inspection. Staff use assessments, including progress checks at age two, to plan fun activities that target each child's next steps in learning. They discuss children's progress with parents regularly, sharing next steps and ideas about how to support children's learning at home. Staff work well with parents and external agencies to support children with special educational needs and/or disabilities (SEND).
- Parents are happy with the care provided and feel that the pre-school helps their children to progress well. They like that there are plenty of staff for the number of children. Parents say their children enjoy pre-school and have good relationships with staff.
- Staff support children's personal, social and emotional development well. They are kind and give regular praise, helping them to develop secure bonds with children. Children proudly show staff their drawings with big smiles on their faces and enjoy receiving high fives for their efforts. They are developing good levels of self-confidence. Staff encourage children to build friendships, praising children for saying hello to each other in group time. Children make good friends. For example, one child says to another, 'Let's find beetles again'.
- Staff are well qualified and understand how to promote children's learning effectively. They provide a wide range of accessible resources, both indoors and outdoors, that children choose from freely. Children spend long periods of time engaged in play and are happy to have a go at new challenges.
- Teaching is not consistently at a very high level. On occasions, staff miss opportunities to teach children, for example during lunch and snack times.
- Staff do not always give reminders to children about the benefits of eating the healthy food they receive at pre-school.

## What the setting needs to do to improve further

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

- improve the consistency of teaching so that children receive very high-quality learning experiences throughout the day, including at lunch and snack times
- provide more reminders for children about the benefits of eating healthy food.

### Inspection activities

- The inspector observed the quality of teaching during activities both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector looked at relevant documentation, such as children's records, staff files, records of attendance, policies and planning sheets.
- The inspector held a meeting with the owner and the manager.
- The inspector spoke to staff about their knowledge of safeguarding, children's progress and support they receive from management.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

#### Inspector

Will Good

## Inspection findings

### Effectiveness of leadership and management is good

Leaders review the quality of practice well, obtaining views of parents, staff and children to make improvements. The pre-school manager has good systems to monitor the progress of different groups of children. She identified that children needed more support with listening and attention and has bought resources and updated activity planning to improve learning in this area. The pre-school manager observes staff teaching regularly, sharing strengths and areas to develop, which she monitors at meetings with each staff member. Leaders provide staff with mandatory training, such as safeguarding. They also send staff on training that improves teaching, such as risk taking in play. Safeguarding is effective. Staff know the procedures to follow should they have a concern. They understand the signs that may indicate a child's welfare is at risk. Leaders use additional funding to enhance learning for those children in receipt of this.

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

Staff support children's learning in communication and language, mathematics and knowledge of the world well. A two-year-old child brings a staff member a toy elephant. Staff say, 'Shall we go on an adventure?', extending the child's play and gaining the interest of other children. They know children well and support each child's learning. Staff teach children the name of insects, such as dung beetles, and ask open questions that make children think. Pre-school children know spiders have eight legs without looking and count six legs on the dung beetle. They are then able to respond to staff that spiders have more legs. Toddler children enjoy roaring like a lion and count two butterflies with staff support.

### Personal development, behaviour and welfare are good

Staff promote good behaviour well. They explain the expectations of group time to young children clearly. Staff support young children to understand the rules and take turns. They reward children that sit quietly, letting them have the next go at choosing a surprise toy hidden in a box. Staff embed pre-school children's understanding of boundaries by giving them time to recall the rules. They ask a child who comes inside with their wellies on whether they want to be inside or outside. The child says inside. Staff ask the child what they need to do, giving them time to think and helping them become independent. The child goes back outside and then returns having changed into his shoes. Children behave well and use good manners. Toddlers say 'excuse me' when they want to speak to staff.

### Outcomes for children are good

All children make good progress from their starting points. They are at typical stage of development for their age, excluding children with SEND, who are moving towards expected levels. Children who speak English as an additional language are reaching typical stages of development for their speech. Children are developing key skills that they will need for school. Children's literacy skills are developing well. Pre-school children use pencils with control to write their names, forming clear letters. Younger children enjoy making marks with pencils. Staff support them to develop strength to enhance pencil control. They challenge young children to draw around a hand.

## Setting details

<b>Unique reference number</b>	EY498894
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10084954
<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>	Full day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	22
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	Learning Ladder Childcare Limited
<b>Registered person unique reference number</b>	RP901127
<b>Date of previous inspection</b>	14 May 2018
<b>Telephone number</b>	07812903538

Learning Ladder Childcare registered in 2016 and is based in Forest Town, Nottinghamshire. The setting employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one holds a qualification at level 4. The setting operates from Monday to Friday all year round. It opens from 7.45am until 6pm, offering pre-school sessions from 8.40am until 3.15pm, and before- and after-school care outside of these hours during term time. The setting also offers a holiday scheme during school holidays, which is open from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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