

Little Leaders Childcare

Oak Hall, Woodville Road, Ipswich IP4 1PD



Inspection date	31 May 2019
Previous inspection date	12 January 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Management and leaders meticulously plan the environment. They are passionate about creating an ethos where children can learn through open-ended resources that support their natural curiosity, exploratory impulses and ability to think creatively and critically.
- A detailed and highly effective action plan written in partnership with practitioners and management ensures a whole-team approach to setting meaningful actions for developing the provision and practice in the setting.
- Routines are flexible to meet children's needs and the way that they learn. Adults expertly recognise when interactions or activities are not purposeful or conducive to learning. Practitioners' expert knowledge of the way children learn means that they can use everyday experiences and interactions to garner information about what each child knows.
- The management team and practitioners are incredibly positive role models to each other. Relationships between practitioners and children are unreservedly sincere as they constantly offer support and ask if they can assist each other.
- Partnerships with parents are exceptional. Practitioners are compassionate and accommodating when supporting parents with common child development concerns, such as behaviour and sleep patterns.
- Strategies to support learning in the home are successful due to the practitioners who are dedicated and fully value the contribution parents can make to their child's education. Parents welcome advice and ideas to promote their children's interest and development in letters, sounds and literacy.
- Families who speak English as an additional language are encouraged to share words and phrases in their home language, which are displayed and used in the setting. This helps to make them feel welcomed and valued.

What the setting needs to do to improve further

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

- make the most of opportunities to extend children's understanding of mathematical concepts, such as 'more' and 'less than'.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager and provider.
- The inspector held a meeting with the manager and provider, and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector
Amy Quinton

Inspection findings

Effectiveness of leadership and management is outstanding

The leadership and management team has worked exceptionally hard to embed the setting's ethos. Practitioners are enthusiastic and fully committed as the provider understands the importance of investing in her workforce through training and mentoring. Highly effective systems for supervision and monitoring are robustly planned and implemented to support practitioners in their roles. As a result, practitioners are extremely self-motivated and choose to undertake additional training and research to ensure that the outstanding levels of practice are sustained. This, alongside highly effective monitoring systems for tracking children, ensures that children make excellent progress. Safeguarding is effective. Successful collaborations with partner agencies to safeguard children's welfare are a particular strength.

Quality of teaching, learning and assessment is outstanding

Practitioners are highly skilled in using assessment to make accurate judgements about their key-children's attainment. Practitioners expertly use this information and what they know about children to plan enriching and varied learning experiences. Teaching and learning is of a consistently high quality and worthy of dissemination. Immense attention to detail is given when planning key features of the environment. As a result, children are able to create concepts from their own imagination, such as making a bird feeder using open-ended resources that are readily available to them. Children enthusiastically engage with nature when they find a ladybird. Practitioners and children discuss and hypothesise about how many spots they have and what they mean, although there is scope to also use opportunities such as these to explore mathematical language of comparisons or differences in quantity, shape or size.

Personal development, behaviour and welfare are outstanding

Children arrive at the setting highly motivated and eager to join in. Children who find it difficult to express their emotions are expertly taught how to put their feelings into words rather than actions. Strategies to support positive behaviour are very effective as they identify the cause of why a child may be demonstrating certain behaviours and the impact on their well-being and development. Children are kind and courteous to each other. They have high levels of respect and understand that other children's creations may be special to them. For example, they remind each other that a child's bug hotel has been put in a specific place to be kept safe. Practitioners provide a secure base for children to explore their environment, where they share their experiences with them and delight in their achievements.

Outcomes for children are outstanding

Children make consistently high levels of progress, particularly in communication and language. Targeted programmes of support and training efficiently work to diminish any gaps in learning for children who may be at a disadvantage or underperforming. Children explore letters and sounds using the interactive whiteboard where they practise writing their own names. Children are self-motivated learners and are fantastically well equipped with the skills to prepare them for the transition on to school.

Setting details

Unique reference number	EY433050
Local authority	Suffolk
Inspection number	10074895
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	34
Number of children on roll	58
Name of registered person	Little Leaders Childcare Limited
Registered person unique reference number	RP902752
Date of previous inspection	12 January 2016
Telephone number	01473 221777

Little Leaders Childcare registered in 2011. The childcare setting employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The childcare setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The childcare setting provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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