

# Little Learners Day Care Ltd

Park Lodge, 28 Clarkes Road, Portsmouth PO1 5PR



<b>Inspection date</b>	12 June 2019
Previous inspection date	23 May 2016

<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 leadership team continually assesses the physical needs of all children. They frequently make changes to develop the environment. Staff are fully inclusive and they offer all children access to a well-equipped environment. They encourage children to independently explore. Children of all ages make full use of the different toys on offer.
- Partnerships with parents are strong. Staff frequently talk to parents about a range of different topics. They offer parents the time and space to share any concerns they have about their child's development. Parents praise staff for providing a good standard of care.
- Staff in all rooms of the nursery treat children with high levels of respect. They speak to children in a calm tone and help all children to understand boundaries. Children carefully listen to instructions and behave responsibly on visits in the local community.
- Staff provide good support to help children develop their writing skills. For example, babies enjoyed making marks in different liquids. Staff in the pre-school room encourage children to write a range of different letters and many children confidently write their name.
- There are slight gaps in the provider's knowledge of the early years requirements. On occasion, she is slow to share details of changes with Ofsted to keep it fully informed about her provision.
- Staff with key-person responsibilities do not consistently communicate children's next steps of learning with colleagues. When a key person is unavailable, it is difficult for colleagues to continue to build on the good progress of all children in the group.

## What the setting needs to do to improve further

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

- improve knowledge of information that needs to be shared with Ofsted, so it always has an accurate record of the childcare provision
- develop systems for staff to communicate children's next steps with colleagues, to consistently offer children a high level of support in their learning.

### Inspection activities

- The inspector viewed the areas of the premises staff use when they are working with children.
- The inspector observed staff teaching children and she jointly evaluated an activity with the manager.
- The inspector spoke to a range of parents and took their views about the provision into account.
- The inspector held a meeting with the provider and the manager and reviewed different policies and procedures.
- The inspector spoke to staff about the progress individual children have made in their development.

#### Inspector

Julie Bruce

## Inspection findings

### Effectiveness of leadership and management is good

Members of the leadership team draw on the wealth of their experiences to provide staff with good levels of support. They give staff an open platform to discuss any issues, for example, during regular meetings. They help staff to resolve any tricky issues quickly. Safeguarding is effective. Staff confidently pass on child protection concerns to the designated safeguarding officer. They also know how to contact other agencies if they need to need to access further advice. The manager checks that staff have a current knowledge of safeguarding. She demonstrates this when she provides them with a range of questions and scenarios. She assesses the answers they give so she can help them address any weaknesses in understanding. The leadership team provides staff with good opportunities to develop their professional capabilities. For instance, staff visit local settings and glean good ideas for their own development. Recently, staff improved the garden area for children that prefer to learn new skills outdoors.

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

Staff consistently promote children's emerging speech skills. For example, staff in the toddler room support children to name animals they see on the pages of books. Children spontaneously repeat animal noises. Staff in the baby room model activities well. They demonstrate dance moves. Young babies move their bodies to music and older babies join in with repetitive refrains. The manager addresses any barriers that stop parents fully involving themselves in their child's learning. For instance, some parents need support in navigating the online system. Parents frequently access details about their child's learning. Staff establish robust links with other professionals. They attend meetings to discuss children's care. Staff reinforce children's mathematical skills. For example, in the pre-school room, they routinely count with children. Children talk about numbers they see in the environment.

### Personal development, behaviour and welfare are good

Staff give children good encouragement to contribute to risk assessments. For instance, they ask children to share their opinions about how to use small tools safely. Children display caution. They are vigilant while carefully cutting around resources. Staff support children to develop a sense of security. They provide children of all ages with good emotional support. For example, staff soothe children and help them relax. Staff have a good understanding of events that have an impact on children's moods. They encourage children to discuss their feelings, particularly when there are changes in their lives.

### Outcomes for children are good

Older children are well prepared for the move to school. They are enthusiastic as they talk about friends who will be moving with them. Children from a diverse range of backgrounds, including those who speak additional languages in the home environment, attain well in their learning. All children cooperate well with friends, for example when playing group games.

## Setting details

<b>Unique reference number</b>	EY357086
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10073941
<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>	0 - 8
<b>Total number of places</b>	63
<b>Number of children on roll</b>	103
<b>Name of registered person</b>	Little Learners Day Care Ltd
<b>Registered person unique reference number</b>	RP904748
<b>Date of previous inspection</b>	23 May 2016
<b>Telephone number</b>	02392 756104

Little Learners Day Care Ltd registered in 2007 and operates from a building in Portsmouth. The nursery is open each weekday from 7.30am to 6pm all year round. The provider employs 13 members of staff and, of these, the manager and another member of staff hold a relevant level 4 qualification. One member of staff holds an early years qualification at degree level. Six members of staff have attained a level 3 childcare qualification, and two members of staff a level 2 qualification. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

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