

# Little Learners Nursery

Landseer Play Centre, Hogarth Road, IPSWICH IP3 0EY



<b>Inspection date</b>	19 July 2019
Previous inspection date	31 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
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

- Practice is of an extremely high quality and should be celebrated for its success. The provider is passionate about delivering a service that ensures all children receive the best early education possible.
- Outdoor learning is a key area that the provider and all practitioners are tremendously enthusiastic about. This is evident in the experiences planned in the outdoors for young children to play and learn. They have opportunities to use their thinking skills to decide if a large structure they have built is safe to climb. Children learn how to make fires safely, and for a purpose.
- Practitioners are highly qualified, skilled and knowledgeable. They plan and deliver extremely successful parent information sessions. For example, they run workshops for parents on topics such as behaviour, outdoor play or communication and language. Parents can freely access home-learning bags that include a fantastic range of resources and leaflets to support their children's learning at home.
- Practitioners make excellent use of teaching opportunities. They use the questions children ask to tap into their interests and skilfully extend their experiences. For example, when a woollen blanket is given as a gift, children ask how it was made. Practitioners teach children about where wool comes from and the skills needed to knit. They provide children with the tools to try out knitting for themselves.
- Children's experiences are exciting and varied. Practitioners favourably stimulate their learning. For example, when growing cress, children learn about growth and decay. They notice and talk about the differences in plants that are watered versus ones that are not. Children use their highly developed thinking skills to request to plant their own apple seeds from their snack, to 'see what happens'.

## 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 the outdoor environment to extend the opportunities where children are able to share ideas, thoughts and activities in smaller defined areas.

### 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.
- The inspector held a meeting with the manager 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.

### Inspector

Amy Quinton

## Inspection findings

### Effectiveness of leadership and management is outstanding

The manager involves practitioners exceptionally well in her 'journey in developing the provision'. She uses highly focused performance management. As a result, practitioners are reflective of their practice, enthusiastic and highly motivated. They take on any individual roles with relish and are excited to access further training. This is highly effective in supporting them in the continual development of their practice and to ensure that this positively impacts on the children in their care. Children with complex medical needs are greatly supported in this wholly inclusive setting. Parents speak extremely highly of the setting, using comments such as, 'My child has moved mountains and would not be where they are without the support from the nursery'. Safeguarding is effective. Practitioners have an excellent understanding of the community issues affecting the local area. They use their knowledge acquired from training to support children and their families.

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

Children use the fruit and vegetables they purchase weekly from the local shop in their role play. They develop their early writing skills and make signs to display. Practitioners take time to allow children to develop problem-solving skills independently and persevere in activities of their own choosing. For example, when making a puzzle they encourage children to look at the pieces and to think about where they may fit. Practitioners return to see how children are managing and offer further, targeted support if needed. Opportunities for young children to develop their communication and language skills occur all of the time. Practitioners extend babies' babbles of 'dada' by telling them 'dada, yes Daddy at work'. The outdoor environment provides an open space for children to develop their incredible physical skills. Further opportunities could be explored to offer children smaller and more-defined areas in which to converse with each other when outdoors.

### Personal development, behaviour and welfare are outstanding

Children develop a highly secure sense of belonging and proudly tell visitors what they enjoy playing with. They look after resources and toys exceptionally well. Children's own models and creations are displayed on shelves. This helps children to feel highly valued. They are proud of what they have made and enthusiastically talk about them. Management are vigilant about safety to ensure that equipment is in good working order. They take swift and appropriate action to address any issues. Opportunities for children to manage their own self-care skills are thoroughly promoted. Children use the 'nose-wiping station' or help themselves to cutlery and snack when they are hungry. Even young children develop exceptional skills in serving their own food and pouring drinks at lunchtime.

### Outcomes for children are outstanding

Children make exceptional progress in their learning. This ensures they feel secure and ready for big transitions such as moving rooms or starting school. Children who speak English as an additional language are supported by targeted programmes of teaching and learning that ensure any gaps in attainment are closed effectively.

## Setting details

<b>Unique reference number</b>	EY463846
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10113067
<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>	70
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Bows and Arrows
<b>Registered person unique reference number</b>	RP528927
<b>Date of previous inspection</b>	31 January 2014
<b>Telephone number</b>	01473725454

Little Learners Nursery registered in 2013. It is one of six childcare settings managed by a board of trustees. The nursery employs 21 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The manager holds a qualification at level 5. The nursery opens Monday to Friday, from 8am until 6pm, during school term times. It provides funded early education for two-, three- and four-year-old children.

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