

# Luans Little People Kirkby



The West Park Academy, Vernon Road, Kirkby-In-Ashfield, Nottingham,  
Nottinghamshire NG17 8EE

<b>Inspection date</b>	18 July 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 deputy manager is knowledgeable and enthusiastic. She works hard to provide high-quality learning experiences for children. The provider offers good support to her, and together they evaluate the setting and have focused action plans in place. This helps them to continue to drive the quality of the setting forward and improve outcomes for children.
- The well-qualified and experienced staff understand how children learn through play. They have an excellent understanding of how to promote all children's learning and development. They utilise their knowledge and skills to ensure all children are making consistently good progress from their starting points.
- Staff strive to promote positive relationships with parents. They spend time gathering lots of detailed information from parents at the start. This helps staff to meet children's needs and settle them in quickly. However, staff have not yet considered how they can offer parents further advice and support on how they can continue their children's learning at home.
- Staff plan an environment that is appealing and stimulating. Activities and equipment are well presented to engage children as soon as they enter the room. This ignites children's curiosity and secures their good level of motivation.
- Staff have wonderful relationships with children. The key-person system is firmly embedded and used effectively to ensure that all children feel safe and secure in their surroundings. This boosts children's self-esteem and gives them the confidence to try activities for the first time.
- Occasionally, staff are not successful in extending and challenging the most able children's learning to the highest level.

## What the setting needs to do to improve further

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

- strengthen information-sharing with parents to help them to continue to enhance and guide their children's learning and development at home
- enhance opportunities to challenge the most able children effectively and extend their learning and development to the highest levels.

### 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 jointly observed an adult-led activity with the deputy manager.
- The inspector held a meeting with the provider and deputy manager. She looked at relevant documentation, such as the setting's policies, children's learning journals and registers.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements.
- The inspector spoke to some parents and grandparents during the inspection and took account of their views.

**Inspector**  
Carly Polak

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are confident about how to keep children safe from harm. They are knowledgeable about the procedures to follow if they have any concerns about a child's welfare. Staff complete accurate assessments of children's learning and development. The deputy manager closely monitors these, alongside her observations on staff's teaching. She uses this information to help her evaluate the progress children are making. Any emerging gaps are tackled. For example, a delay in mathematics was identified. Staff focus on weaving in lots of mathematical language and support during children's play. This helps to close the gap that was emerging in this area. Every child is given support to reach their full potential and this is monitored closely.

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

Overall, children's learning is extended because staff know the children's needs well. Staff help children to develop early literacy skills. Children enjoy sharing books with staff and listen eagerly when staff read animatedly to them. Older children start to recognise letters in their name. The deputy manager uses knowledge gained from communication and language training she has attended to support children's spoken communication development. She constantly models language for children to hear and repeat. This helps them to develop an increasing range of vocabulary. Children thoroughly enjoy make-believe play. They pretend to 'burn' themselves on the 'hot' pan. Staff quickly teach them about what to do, and children pretend to put their hand under cold water. Later, they are overheard telling other children what to do if they burn themselves, demonstrating a good understanding of safety.

### Personal development, behaviour and welfare are good

Staff know how children learn and this enables them to get the best from the children. For example, they know that some children need more guidance during play. Staff get down on the floor and show children how to play with some of the activities. They use group times well to support children's understanding of behaviour expectations. Children remind one another to have their 'listening ears turned on'. Furthermore, staff help children to develop tolerance and respect for each other. This helps children to develop good social skills and build secure friendships with their peers. Good links with the on-site nursery school mean that information about children's achievements is shared effectively, promoting continuity of care and learning.

### Outcomes for children are good

All children make good progress and gain important skills that help them to be prepared for the next stage in their learning, such as nursery school. Those who start at the setting with gaps in their learning and development are particularly well supported. Young toddlers are able to follow simple instructions and they learn new words rapidly. Children develop their mathematical skills well. Toddlers begin to count independently in their play, while older toddlers start to recognise the numbers one to 10. Children enjoy developing their physical skills. They refine their balance and coordination as they ride around on scooters and bikes.

## Setting details

<b>Unique reference number</b>	EY563621
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10107273
<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 - 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Luans Little People Ltd
<b>Registered person unique reference number</b>	RP550980
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07814565694

Luans Little People Kirkby registered in 2018. The provision employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm.

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