

# Inspection of Little Learners Day Nursery

The What Cabin, Leicester LE1 2HP

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Inspection date: 29 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children thrive in this welcoming and inclusive setting. They are happy, settled and show delight as they see staff who know them well. Children's behaviour is good, they are kind and caring to each other. They share toys with friends and wait for their turn to select what they would like to eat for snack. Children show that they feel safe and secure. They confidently engage with the inspector, giving her pretend fruit snacks from the role-play kitchen.

Children and parents have positive and supportive relationships with the manager and staff. Children's individual needs are understood by staff, who take time to get to know the whole family. Parents say they particularly value the home visits that staff make. Children who speak English as an additional language are particularly well supported. Staff use visual representations to develop children's ability to name actions and manners, such as please and thank you. Parents value meeting with their child's key person, who uniquely shares an ability to speak their home language. This means they have a clear understanding of their child's progress and how they can further support their child's learning.

Children happily explore and investigate the range of resources that help to stimulate their interests and promote the development of their skills. Their learning is challenged through purposeful interactions from staff who have high expectations for children's learning.

## What does the early years setting do well and what does it need to do better?

- Staff complete regular assessments of children's development and know their key children very well. Staff skilfully plan activities that build on what children already know and can do. For example, children enjoy identifying numbers and matching them to the correct number of objects.
- Children are active learners who play and explore with confidence. They enjoy the freedom to self-select what they would like to play with. Staff provide resources to enable children to lead their own play and follow their interests. After children attend a doctor's appointment, staff help them to create a role-play pharmacy. Staff teach children effectively and interact with them in positive ways. They promote children's communication and language skills well. Staff working with younger children repeat words and talk to children about what they are doing. Staff introduce new words, such as 'appointment' and 'stethoscope', to increase older children's vocabulary. However, the organisation of group times is not as effective. Staff do not consistently ensure that all children are fully involved throughout the whole of the activity, and some children become distracted. This does not help all children to become deeply engaged in adult-led activities.

- Staff know children and their local community well. They recognise that many children do not have access to outdoor play. Staff plan an exciting range of activities outside to build on children's experiences from home. Children actively run around playing hide and seek with the staff. They use chalks to draw and make marks on the path, and paint walls with water. This helps to develop their early writing skills. Staff skilfully use the space available outside to engage children in acting out familiar stories. They model walking through the swishy grass as they read the story 'We're Going on a Bear Hunt'.
- Staff teach children to keep themselves safe and supervise them well. Children wear high-visibility jackets when they go on outside so they can easily be seen. This contributes to their safety. Children understand the rules and expectations of behaviour. They show consideration for others, such as asking a member of staff if their knee is better.
- Children have good opportunities to develop their independence skills. Staff encourage them to put their own coats on as they go outside to play. Children pour their choice of milk or water at snack and mealtimes. This provides children with opportunities to develop the key skills they will need before starting school. Staff sit with children to create a sociable lunchtime as they talk about food that is good for them. Children learn about healthy lifestyles when they brush their teeth after lunch. Staff use technology effectively, showing children video clips to develop their understanding of correct brushing techniques. Children are encouraged to wash their hands after independently using the toilet. However, staff have not fully considered the time taken to complete some daily routines. Consequently, there are a few occasions when children are not actively involved in good learning.
- Staff are professional, kind and courteous. They work very well as a team. The manager is committed to helping staff to develop their knowledge and skills and gain professional qualifications. She supports staff to maintain a good work-life balance.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff clearly understand the procedures to take if they have concerns about a child's welfare. They confidently identify the signs and symptoms that could indicate a child may be at risk of harm, including wider safeguarding issues, such as the 'Prevent' duty. The manager ensures staff maintain a good understanding of child protection procedures through regular discussions, scenarios and quizzes. Good recruitment and induction processes are implemented to ensure that staff are suitable to work with children. The manager and staff carry out daily checks to ensure that all areas of the premises are safe and secure.

## What does the setting need to do to improve?

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

- review the planning of large-group activities to ensure that children of different abilities receive the appropriate level of challenge
- help staff to review the daily routines to minimise disruptions to children's good learning and play.

## Setting details

<b>Unique reference number</b>	EY551311
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10133746
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Little Learners Day Nursery Ltd
<b>Registered person unique reference number</b>	RP551310
<b>Telephone number</b>	07378772095
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Learners Day Nursery registered in 2017. The nursery employs four members of staff, two of whom hold early years qualifications at level 3. The nursery opens on Tuesday, Wednesday and Thursday during term time only. Sessions are from 9am until 2pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lianne McElvaney

### Inspection activities

- The manager took the inspector on a learning walk around the nursery to discuss what staff provide to assist children in their learning and development.
- The inspector observed teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with managers, staff, parents and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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