

Inspection of Little Leaders Daycare Ltd

School Lane, Rothwell, Kettering NN14 6HZ

Inspection date: 21 June 2021

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

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome when they arrive. They understand what they need to do because routines are clear. Children confidently find the card with their name and picture on. They choose a peg for their belongings. Children join in well with small-group activities. They explore adding different amounts of flour, hot chocolate powder and water to make 'dinosaur play dough'. Children show high levels of concentration as they carefully pour water from a jug into the mixture. They are asked questions by staff to support their learning and extend their thinking. For example, children consider how much hot chocolate powder is needed to make the play dough turn brown.

Children's behaviour is good. They are encouraged to use good manners and say 'please' and 'thank you'. Staff have high expectations of children's behaviour. Children share well with each other. They pass magnifying glasses to their friends when observing tiny caterpillars on leaves. Children enjoy celebrating their achievements from home and at the setting on the 'Proud Cloud'. Children feel safe and secure. They approach staff if they feel unsure. For example, children ask staff for help when they want to use the climbing frame.

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

- Staff get to know children and their families very well. This means that staff have a secure understanding of the opportunities children have at home. For example, they know some children do not have access to a garden. Children benefit from physical play in the large outdoor space. They plant sunflower seeds in the garden and also take some home. Children notice the differences as the sunflowers grow and ask their parents to add photographs to their online learning journal. They are proud of their achievements.
- Staff follow children's interests. For example, children excitedly tell visitors to the setting that one of the strawberries on a strawberry plant has turned red. Other children rush over and comment that the strawberry has been 'nibbled by a caterpillar'. Staff provide bug-hunt checklists and magnifying glasses so children can hunt for other minibeasts outside. Children delight in finding snails and spiders in the herb garden.
- Children with special educational needs and/or disabilities (SEND) are supported well. Funding is used effectively to provide resources to help children make progress in their learning. For example, children access books in a tepee. They talk to friends and other members of staff about what they are learning. This extends children's vocabulary. Children play games with staff that promote their speaking and listening skills.
- There are many opportunities throughout the day for children to develop their counting skills. Children carefully count how many scoops they need when filling

bottles up with sand. When eating their snack, children count how many pieces of apple they have and check that their friends have the same amount.

- Parents are overwhelmingly positive about the setting. They say that they would not hesitate to recommend the setting to other parents. Due to the COVID-19 (coronavirus) pandemic, parents are not currently allowed into the setting. The proactive staff hold settling-in sessions outside so that families can still meet them and see the learning environment before children start attending.
- Many high-quality interactions take place throughout the day between staff and children. Staff spend time playing with the children. For example, children enjoy spending time in the role-play doctors surgery. They learn new words, such as 'cast' and 'bandage'. Staff ask children about their own experiences. They give children time to consider their responses before moving on. However, sometimes, staff do not let children play independently for long enough before interrupting them. This means opportunities are limited for children to practise what they are learning.
- The manager demonstrates a strong commitment to the continued improvement of the setting. Since registration, staff have accessed a wide range of training. For example, they have learned different ways to support children with SEND. Staff provide opportunities for children to access a quiet and calm area of the setting when they need time for this.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of safeguarding. They know who to report any concerns that they have about children to. Regular staff meetings are held where updates to safeguarding policies and procedures are shared. Staff complete regular refresher training online. This means that their knowledge is kept up to date. Effective risk assessments are in place and staff know how to keep children safe. Staff are deployed effectively around the different areas in the setting. Children are supervised well. The required number of staff hold a paediatric first-aid certificate. Parents are informed if children have an accident at the setting so they can monitor their children's health at home

What does the setting need to do to improve?

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

- improve opportunities for children to explore activities independently to ensure they practise the skills they are learning.

Setting details

Unique reference number	EY562902
Local authority	North Northamptonshire
Inspection number	10194243
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	42
Name of registered person	Little Leaders Daycare Ltd
Registered person unique reference number	RP562901
Telephone number	01536 601294
Date of previous inspection	Not applicable

Information about this early years setting

Little Leaders Daycare Ltd registered in 2018. It is located in Rothwell, Northamptonshire. The setting employs eight members of childcare staff. Of these, six hold early years qualifications between level 3 and level 6. The setting opens from 8am to 5.30pm, during school term time only. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and manager completed a learning walk together to discuss how staff plan activities to suit the needs of the children.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and deputy manager to find out how the nursery has developed since they registered and how they would like to improve further.
- The inspector spoke to a number of parents and carers to find out their views.
- The inspector reviewed relevant documentation.

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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