

# Inspection of Little Learners Childcare (N.E.) Limited

18a Barnstaple Road, North Shields, Tyne And Wear NE29 8QD

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Inspection date: 7 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
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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 thoroughly enjoy the time they spend at Little Learners Childcare. They are happy and settled. Babies and very young children show this when they smile, wave and say, 'Bye, bye', when staff and visitors leave the room. Older children show excitement when they spend time outdoors. They climb on the crates and jump off onto large, soft cushions. Older children take risks and challenge themselves further by performing forward rolls upon landing. Their wide smiles and laughter show that they are proud of their achievements. Staff encourage children's independence very well. They introduce opportunities gradually as children move through nursery, including for children to cut their own fruit and serve food at mealtimes. Staff plan a wide range of experiences and activities, that support children's learning well, overall. The progressive curriculum enables children to develop good skills and knowledge. This prepares them well for the next stage in their education.

Children behave very well. They cooperate with each other and develop skills, including turn taking. Two-year-old children illustrate this well when they access the outdoor area. They wait patiently beside the tyres while others take their turn to walk along and jump off at the end. Younger children in the baby room are developing into curious and inquisitive learners. They reach out and pick up stimulating resources, which they actively explore with their hands.

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

- A strong overall focus on children's learning is evident throughout the nursery. Staff know where children are in their development and plan stimulating activities to promote their good progress. There is clear intent for many experiences provided for children. However, some group-time sessions that are planned for pre-school children are not consistently pitched at the right level for their age and stage of development. The providers and manager acknowledge there are times when strategies, such as dividing children into smaller age groups, are not consistently implemented.
- The leaders and manager evaluate the quality of the nursery and identify many areas where improvements can be made. Overall, this is effective in enhancing children's experiences. For example, children were given timetabled access to the outdoor area due to COVID-19 (coronavirus). This was reviewed and changed following observations made of children. However, there are some minor areas of practice that have not yet been reviewed thoroughly enough, to support children's care and development to its highest level.
- Children demonstrate high levels of curiosity as they play and explore. Two-year-old children sit alongside their pre-school peers and investigate large tape measures. They cooperate well together and turn the handle to retract the tape

after pulling it out. Staff offer suggestions such as, 'Shall we see if we can measure you?', to develop children's interests even further.

- Close, supportive relationships between the staff team and children are evident throughout the nursery. Children settle very quickly and develop strong attachments to their key person. To minimise the spread of infection due to COVID-19, parents now leave their children at the main door. The manager describes how this will be reviewed and may continue as children are more settled when they arrive.
- Partnerships with parents are superb. The manager and her staff team work tirelessly to provide high levels of support for children and their families. Feedback from parents provided for the inspection echo this. Parents describe in great depth how staff support their children with challenges. This includes potty training, behavioural changes and helping with greater levels of anxiety as a result of spending lengths of time at home due to COVID-19.
- Staff plan structured and targeted programmes to support children who are in receipt of additional funding and those children with special educational needs and/or disabilities. They incorporate advice from external agencies, such as speech and language therapists, into activities. This is illustrated when staff use clear language such as, 'Look, more bubbles', when they blow bubbles together. This joint approach helps children to narrow gaps in their learning and supports their good progress.
- The manager and her staff team enhance children's experiences and provide opportunities for them during their time in nursery. They are sensitive to the pressures some children and their families face and provide activities to enhance their lives. This enables children to develop the required skills and knowledge in preparation for their future lives.

## Safeguarding

The arrangements for safeguarding are effective.

There is a comprehensive understanding of safeguarding among the staff team. Thorough induction ensures that staff, including those new to the team, understand their role in protecting children. Staff fully understand why procedures, such as keeping their mobile phones in a secure box during the day, protect children from harm. Regular training opportunities, including in-house sessions from the registered provider, make sure that staff keep their skills updated. Wider safeguarding issues, including the 'Prevent' duty, are understood by staff. Staff are alert to signs to be aware of. They know who to contact if they have concerns about a child in their care.

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

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

- ensure that planned activities for pre-school children are pitched at the right level for their age and stage of development
- use self-evaluation even more effectively to create a high-quality learning environment that fully supports children's care and learning.

## Setting details

<b>Unique reference number</b>	EY563618
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10194293
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Little Learners Childcare (N.E.) Limited
<b>Registered person unique reference number</b>	RP533743
<b>Telephone number</b>	07521286721
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Learners Childcare (N.E.) Limited registered in 2018. The nursery employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 6, including two staff with qualified teacher status. Five staff hold early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children and those in receipt of early years pupil premium.

## Information about this inspection

### Inspector

Nicola Jones

## Inspection activities

- This was the first routine inspection the provider has 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 manager and inspector took part in a learning walk.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held discussions with the manager. She looked at relevant documentation and evidence of the suitability of the staff team.
- Parents provided their views, which the inspector took account of.

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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