

Inspection of Learning Ladder Childcare

Oak Tree Childrens Centre, Jubilee Way North, Mansfield, Nottinghamshire NG18
3PJ

Inspection date: 22 November 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 arrive at the setting demonstrating a sense of security. They know where to hang their coats and immediately go off to play. Children develop warm and friendly relationships with staff. They spontaneously offer them hugs which staff respond warmly to. Children involve staff in their chosen play experiences. They remain focused and engaged in their learning tasks for good periods of time. For example, two-year-old children learn about self-care when they play alongside staff washing the dolls with soapy water. Three-year-olds test out their small motor skills when they use compost to make pretend cakes. Children learn to count in the correct order as staff encourage them to count the number of cakes they make.

Mostly, children do things for themselves, for example they blow their own nose. Staff offer them lots of praise and encouragement for their efforts. Children show good levels of coordination when they safely ride balance bicycles with great physical control. Overall, young children's self-help skills are developing well. For instance, staff encourage two-year-old children to pour their own drinks. Children learn to manage their feelings and behaviour through clear guidance and support from staff. For example, when two-year-old children struggle to share, staff remind them to use 'kind hands'.

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

- The provider and manager have a clear vision for the setting and create a highly inclusive and family oriented ethos. They and their staff work tirelessly to get to know the families who attend the setting, and how they can meet their needs. For instance, the management team is striving to re-establish relationships with parents since the COVID-19 restrictions have been eased. One example of this is to offer parents the opportunity to come into the setting and take part in activities alongside their children.
- Staff identify any potential gaps in children's learning through assessment of their development. They put in place arrangements for children who need additional support. Staff help children with limited language skills to further build their range of vocabulary. For instance, they name objects children play with and guide them to put words together to form small sentences. Staff model language very well for children to hear and repeat.
- Staff acknowledge that occasionally some children learn better outdoors. For example, some children become overwhelmed indoors or around a lot of children. As a result, the routine has been adjusted so those children that want to can spend most of the time outdoors. This contributes to a calmer atmosphere, where children learn to behave well.
- Occasionally, some routines, such as getting ready for outdoor play and home time, can become drawn out. At these times, staff often dress the children

rather than encouraging them to try and do it for themselves. This results in some children waiting too long and getting a little restless.

- Staff are aware of the impact that the COVID-19 pandemic has had on children's personal, social and emotional development. Additional funding is used thoughtfully to enhance and broaden children's experiences. For example, staff arrange visits from a local farm park, invite external visitors to share art adventures or include a story telling session from a local librarian.
- Children with special educational needs and/or disabilities (SEND) receive prompt and timely support. This enables early diagnosis and supports plans to be implemented without delay to help gaps in children's learning to close swiftly. Children with SEND are fully included in all activities.
- Staff plan activities that develop a variety of children's skills at one time. They follow children's interests and plan for what children need to learn next. For example, children explore numbers encased in ice. This activity was planned around children's interest in discovering ice. Children use their small motor skills to suck up the water in pipettes or 'bash' the ice with tools. They start to recognise the numbers as they release them. Staff encourage them to tell them what number comes next or what number is missing. This helps children to develop their early mathematical skills.
- Staff develop children's love of books and early reading skills. Children listen intently to popular stories as they are read in an animated way by staff. Children engage well as they say the familiar words at the end of a sentence.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff show a good knowledge of safeguarding, including the wider aspects such as the 'Prevent' duty. They understand how to make prompt referrals if they have a child protection concern. Equally, staff know how to report a concern about a colleague. Leaders ensure that staff continue to be suitable to work with children through regular supervision and checks. Staff identify and minimise any potential risks to children's safety with thorough daily safety checks. The premises are secure and no children can leave unsupervised, nor can visitors enter the setting uninvited. Staff supervise children and activities well. This helps to promote children's safety and welfare.

What does the setting need to do to improve?

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

- support staff to encourage children to become more independent in dressing themselves and further improve the organisation of routines.

Setting details

Unique reference number	2566244
Local authority	Nottinghamshire County Council
Inspection number	10205583
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Learning Ladder Childcare Limited
Registered person unique reference number	RP901127
Telephone number	07812903538
Date of previous inspection	Not applicable

Information about this early years setting

Learning Ladder Childcare registered in 2019. They are in Mansfield, Nottinghamshire. The setting employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The setting currently operates Monday to Friday, term time only, offering sessions from 8.45am until 11.45am. Numbers permitting, sessions are available 8.45am until 3.45pm. When there is demand, the setting also offers before- and after-school care and a holiday scheme during school holidays, which is open from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

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 provider and manager completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to several parents and took account of their feedback.

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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