

Inspection of Little Learners Nursery

Total Fitness, Prenton Way, North Cheshire Trading Estate, PRENTON, Merseyside
CH43 3DU

Inspection date: 2 December 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are thriving, happy and eager to learn at this busy nursery. They engage in carefully planned activities and self-direct their own purposeful play. Staff tailor learning to children's emerging ideas. This means that children try hard and concentrate well. For example, children decide to make 'bug cakes', using soil and cake tins. Following a debate about further ingredients required for the cakes, a staff member introduces flour and salt. This sparks a discussion about the texture and differences between salt and flour. Children describe 'granules' being 'bumpy' and 'powdery'. They confidently talk to each other about their cakes and how many minutes they will take to cook.

Children are respectful to each other and play well together. They seek support from staff when they need help to resolve differences. Children listen well and respond to instructions. For example, staff raise their hand to gain children's attention. Children see this and stop what they are doing and help to tidy up.

Children's communication and language skills are good. Children are continually exposed to new vocabulary. Babies take their favourite books to staff and point to the pictures. Toddlers energetically join in action songs. Children develop a love of books from a very young age. Babies form secure and warm attachments with their key person. The nursery is meticulous in following babies' home routines. They ensure that the transition between home and nursery is smooth and children feel safe and relaxed.

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

- Staff consider the most important steps children need to take to become confident communicators. They ensure that children regularly hear new language to help them to express themselves. For example, as babies babble, staff communicate with body language and sounds. Toddlers learn single words and are supported to put two and three words together. Pre-school children are constantly introduced to new vocabulary. They listen to adults read and take part in discussions about the stories and the illustrations.
- Children have many opportunities to strengthen the muscles in their upper bodies and hands to help them to make marks, draw and begin to write letter shapes. Babies use their fingers to dab paint and learn how to move their hands as they wash them. Toddlers grasp paint rollers and squeeze pipettes and tweezers. Pre-school children use chinks, pens and pencils to draw and make marks outside and talk proudly about their pictures.
- The management team and special educational needs coordinator work collaboratively to identify and support children who may need additional help. They work closely with other professionals to ensure that children who need

additional external support receive this promptly. Parents commend the nursery for the guidance and dedicated support provided.

- Staff accurately assess what children know and can do when they first start. They have initial conversations with parents about children's home and prior experiences. They make ongoing assessments through observing children, which informs the curriculum and what they want children to learn next. All staff know the targets for all children and talk at length about how they are helping their key children to always learn something new.
- Staff encourage and talk about kindness with children. They role model how to be polite and recognise when children are considerate to one another. Staff record children's acts of friendliness on a 'kindness tree'. Children are developing empathy and understanding of feelings well.
- Leaders undertake regular one-to-one meetings with staff. They evaluate their teaching practice and discuss personal well-being matters. All staff know how they can further improve their practice and feel supported in their work. They access training that improves their teaching and knowledge.
- A Spanish teacher works daily with the children. She introduces new words for the children in Spanish and re-reads favourite stories to children in Spanish. This supports children to learn about a different language to their own. However, children are not routinely learning about people, beliefs and communities different to their own. This means that children are not always learning about what makes them unique or developing an understanding of the wider world.
- Parents speak highly of the nursery. They appreciate regular communication via the nursery app. This includes details of activities their children have been doing. However, not all parents are aware of what their child's key person is currently working on to support their development. This means that not all parents can contribute to children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The nursery management team conducts rigorous recruitment and vetting procedures and ensures that staff continue to be suitable to work with children. Staff know to act promptly when concerns around children's well-being arise. They understand the importance of recognising changes in children's and parents' behaviour that cause concern. Furthermore, local safeguarding partnership contact numbers are on display and referred to. Managers know how to report allegations about staff. The premises are secure. All staff know what to do if they need to evacuate the building.

What does the setting need to do to improve?

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

- review information shared with parents so that they can further support children's learning at home
- enhance curriculum planning so that children learn about people, beliefs and communities different to their own.

Setting details

Unique reference number	EY448921
Local authority	Wirral
Inspection number	10213817
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	0 to 4
Total number of places	85
Number of children on roll	135
Name of registered person	Little Learners Nursery School Ltd
Registered person unique reference number	RP902342
Telephone number	01516094631
Date of previous inspection	10 April 2018

Information about this early years setting

Little Learners Nursery registered in 2012. The nursery employs 31 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 2 and above. Three members of staff hold qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Dee White

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector had a learning walk with the manager and the deputy manager, and they discussed the intent of the curriculum.
- The inspector spoke to children, parents and staff at appropriate times during the inspection.
- The inspector evaluated activities in the pre-school room and toddler room, together with the manager and the deputy manager.
- The inspector looked at a sample of the nursery's documents. This included evidence to demonstrate 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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