

# Inspection of Little Learners Day Nursery

Doncaster College & School for the Deaf, Leger Way, DONCASTER, South Yorkshire  
DN2 6AY

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Inspection date: 29 March 2022

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

### **The provision is good**

The provider has developed a strong culture of respect at the setting. The positive relationships between children, staff and families help children to make good progress in their personal and social development. Without prompting, older children help their friends to put on their shoes. They listen to adult instructions and behave very well. Highly effective key-person relationships give babies confidence to approach the unfamiliar inspector. They look for, and receive, reassurance from staff. As a result, children are happy and ready to learn.

Children learn about the world around them. For example, when they find a spider, staff help them to put it in a safe place. They talk about spider webs and where the spider might live. Children also learn about what makes them unique. When creating birthday cakes from play dough, they talk about their own birthday celebrations. Staff help them to think about their similarities and differences.

Leaders understand the COVID-19 pandemic has meant that some children have made slower progress in their communication and language development. To address this, leaders have delivered whole staff communication and language training. Staff comment on what children are doing. They sing songs and share stories with children. They repeat what children say, pronouncing words correctly and adding words. This helps children to learn new words and extend their own speech. As a result, children are making good progress in their communication and language skills.

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

- Leaders and staff have a very strong vision for what children need to learn and be able to do. Staff plan and deliver learning opportunities which excite and engage children. Activities build upon what children already know and can do. As a result, children make good progress in all areas of learning.
- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator provides advice to staff. She coordinates regular review meetings with parents and other professionals. This means that teaching is targeted to ensure children make good progress. Funding is used effectively to support children's individual learning and care needs, such as to provide one-to-one support.
- Children develop their mathematical understanding during their play. Staff sing counting rhymes with babies. Children make a hopscotch game on the floor. They draw squares, counting them and adding numerals. When children say that the bowls in the Goldilocks story are 'small, big and big', staff address this misunderstanding by teaching children about medium. They explain what this means and check they understand. When children say that a water jug is 'white',

staff explain that it is transparent and that this means it is see through. Children remember what they have learned. They tell their friends that the jug is 'see through'.

- Children make good progress in their physical development. Staff support them to challenge themselves. They climb up two stacked tyres and move along a balance beam. Some children crawl across, others walk independently or holding an adult's hand.
- Staff use repeated songs to help children learn to keep themselves safe. For example, when climbing the stairs, they sing about holding the rail. Children develop their independence skills. They wash their hands before eating. They collect their own cups and cutlery and pour their own drinks.
- Parents report that staff help them support their children's learning at home. Staff talk to them about how they can help their child to develop their writing skills. They work together with parents to help children become independent in their toileting.
- Staff explain that communication with parents and children has been consistent throughout the pandemic. During periods of closure, staff record videos of themselves sharing stories and singing, which children can watch at home. Due to the pandemic, staff have been unable to visit children at home to help them settle in at the nursery. Instead, they have worked closely with parents to support children's transition. They have arranged 'stay and play' sessions and extra settling-in visits. This has helped children to rebuild their confidence as they have returned to the nursery.
- Leaders provide induction training for new staff. They regularly observe staff's practice and give relevant feedback to improve the quality of teaching. Due to recent changes in staffing, not all staff are fully confident in supporting children who use sign to communicate. Providing training for all staff would further support all children's communication and language development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete daily risk assessments and check that the nursery is safe. The processes for recruiting and checking the suitability of staff are strong. New staff members receive detailed safeguarding training. This training is regularly updated for all staff. Staff understand possible signs that a child may be at risk of harm. They know how to report any child protection concerns they have. They know where to ask for help if children and families need it. Staff know what to do if an allegation was made against an adult working with children.

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

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

- continue to roll out training to all staff, so that they are all confident in delivering specific strategies for supporting children's development.

## Setting details

<b>Unique reference number</b>	EY318526
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10225404
<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>	0 to 10
<b>Total number of places</b>	164
<b>Number of children on roll</b>	288
<b>Name of registered person</b>	Doncaster Deaf Trust
<b>Registered person unique reference number</b>	RP525574
<b>Telephone number</b>	01302 386730
<b>Date of previous inspection</b>	13 January 2014

## Information about this early years setting

Little Learners Day Nursery registered in 2006. It is an integral part of Doncaster Deaf Trust. The nursery is open Monday to Friday, for 50 weeks of the year. It operates from 7.45am until 6pm. The nursery employs 65 members of childcare staff; of these, 57 hold appropriate early years qualifications ranging from level 2 up to degree level and early years professional and qualified teacher status. The nursery supports children with special educational needs and/or disabilities and holds 'enhanced' status for Special Educational Needs granted by Doncaster Local Authority. Funding is in place for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Rebecca Miall

## 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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The deputy manager, business manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector spoke with the manager, deputy managers and business manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 inspector carried out a joint observation of an activity with a room leader.
- The inspector spoke to several parents and carers during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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