

# Inspection of Letty's Little Learners Ltd

Unit 4 Fort Dumlop, Fort Parkway, Birmingham, West Midlands B24 9FD

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Inspection date:

20 April 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

There are areas of the nursery that require some improvement. The manager has not effectively followed safer recruitment procedures to fully ensure that staff are suitable to work with children.

The older children engage in activities that interest them. For example, they enjoy pretending to make tea in the home corner. Staff have added tea bags to the water play to further extend their learning and talk about what happens. Older children do gain some of the skills they need to make progress. However, they are not well prepared for their move on to school because staff do not yet effectively plan for what these children need to learn next. That said, all children arrive happily to nursery and settle quickly. Children have built strong relationships with their key person, and staff are kind and nurturing towards them. This helps children to feel safe and secure.

Babies and younger children develop language skills, as staff provide commentary during play and promote two-way conversation. They use their senses to explore sand and engage in messy and textured activities throughout the day.

Babies and younger children behave well. They enjoy playing alongside each other. Older children, generally, behave well. They respond well to staff reminders to use good manners. However, staff do not always facilitate turn taking between the older and younger children, to help them to build respectful relationships with their peers and others.

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

- The manager has not yet developed a curriculum that is ambitious enough for all children. Many of the staff are new to the setting. Processes are not fully embedded for all staff to use the information gained from assessments of learning, to inform their planning for what each child needs to learn next. Teaching across the older children's room does not ensure that children are fully prepared for their future learning.
- Staff gather information from parents about their children when they first start at the nursery. Staff use this information well to help children to settle in. Parents say their children are happy attending. They say they receive some information about their children's care and learning. The manager recognises there is scope to build further on the relationships with parents, to provide them with more regular information regarding their children's progress to keep them up to date.
- The manager is taking some steps to improve the quality of education across the setting. However, staff are not yet provided with the support they need to

increase their understanding of the new systems for planning, to help all children to make the best possible progress.

- Independence is promoted well. Children practise pouring their own drinks, use appropriate cutlery and manage their own personal and self-care needs. They routinely wash their hands after using the bathroom and before eating.
- Staff promote speech and language well for all children. Staff model clear speech with children and introduce new words while children play in water, such as 'full' and 'half-full', and while they fill and empty jugs and containers. Some staff have received additional training to help identify children who may benefit from speech and language support.
- Overall, children's behaviour is good. However, at times, staff do not support children to wait for others to take their turn or share, to enable them to play cooperatively together during their games.
- Staff use an award programme to help promote the good health of children. For example, children are encouraged to choose their own vegetables at lunchtime. They grow their own vegetables and learn about foods that are good for them. Children are supported to engage in a range of physical activities, such as learning to use balance bikes. They have fun as they dance energetically to music.
- Children enjoy being creative. For example, they spend time painting pictures of daffodils that were placed in the centre of the table. The children enjoy mixing the colours to make the 'right yellow' and painting their flowers. They were proud to show their pictures to staff, who readily display these on the wall.
- Children have opportunities to learn about other cultures in a range of ways. They celebrate festivals, look at books and take part in some creative activities. This helps children to develop their understanding of the similarities and differences in others.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider's procedures for recruitment have not been followed robustly enough. The provider has not made sure that all background checks have been carried out to ensure that all staff are suitable to work with children. References have not been gained for all staff in advance of them beginning to work at the setting. This does not help to ensure that children are kept safe. That said, Disclosure and Barring Service checks have been carried out appropriately. This minimises some of the impact on the welfare of children. Staff have a sound knowledge of the signs and symptoms that indicate a child may be at risk of abuse. All staff understand the local child protection procedures to report concerns about children and in the event that an allegation is made against a colleague.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
make sure safer recruitment procedures are followed to ensure that all relevant background checks are carried out, including gaining references before staff start, to ensure that they are suitable to work with children	28/10/2022
provide staff with the supervision and coaching they need to increase their understanding of the new systems to use for planning, to help all children to make the best possible progress	28/10/2022
make sure the setting's curriculum is developed and embedded consistently, so that all staff plan experiences for children to build on their existing knowledge, in particular to prepare older children for their move on to school.	28/10/2022

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

- build on the relationships with parents to provide them with regular information regarding their children's learning progress to keep them up to date
- support children's behaviour further to help them to learn to play cooperatively together and take turns.

## Setting details

<b>Unique reference number</b>	EY475251
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10219810
<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>	06 to 3
<b>Total number of places</b>	66
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Letty's Little Learners Ltd
<b>Registered person unique reference number</b>	RP533486
<b>Telephone number</b>	01214486080
<b>Date of previous inspection</b>	17 August 2016

## Information about this early years setting

Letty's Little Learners Ltd registered in 2014. The nursery employs five members of childcare staff, four of whom hold appropriate early years qualifications between levels 5 and 2. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kiri Gill

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager and discussed how the setting is organised. The inspector reviewed relevant documentation including evidence of staff qualifications and the suitability of staff working at the setting.

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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