

Inspection of Little Leaders Childcare Framlingham

Unit 2 Potters Business Park, Station Road, Framlingham, Woodbridge, Suffolk IP13 9EE

Inspection date: 29 April 2022

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 are warmly welcomed by their key person as they arrive at the nursery. They readily leave their parents at the door and are quick to join their friends. They join in with a range of interesting activities provided. For example, toddlers use role-play toothbrushes and toothpaste to clean their doll's teeth, while babies smile with delight as staff share books with them. Older children enjoy playing outside in the garden with their friends. They learn to use different tools, such as vegetable mashers, to help strengthen their hand muscles. This helps to develop the foundations for handwriting later on.

Children are familiar with the routines of the day. They know what is expected of them and respond well. Children build good friendships with each other. They are polite, caring, and share resources well. When children struggle to unzip their coats, their friends are happy to help them.

Children are curious and explore both the indoor and outdoor environment with confidence. For example, in the garden, children develop their physical skills as they climb down the steps to the bottom play area. Children learn to take risks as they choose to navigate the steep slope with confidence. Once at the bottom they can watch ducks swim by in the stream.

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

- Staff know children well. They gather detailed information from parents when they join the nursery. This helps staff to know the children's starting points. They regularly observe what children can do and plan purposely for their future learning. This means that all children, including those with special educational needs and/or disabilities, make good progress.
- Leaders have a clear understanding of what it is that they want the children to learn before moving on to the next steps in their education, which for most is school. However, new staff are not always clear about what children need to learn. This means they do not always promote and extend children's learning consistently.
- Staff support children's communication and language development effectively. For example, when young children use single words, staff repeat the words back, adding extra words into the sentence. This helps very young children to develop their understanding of how words link together to make a sentence. Staff listen to children and ask them questions, allowing them time to think and respond.
- Children learn to problem solve. Older children successfully recall the ingredients needed to make play dough. They delight in mixing them together. When children bring a colander to mix their play dough in, staff help them to stop and

think about what would happen to the flour with the holes in their bowl. Children learn basic mathematical concepts as they discuss more and less when adding in water and oil. Children successfully remember that mixing two colours can create the colour they desire. Young children demonstrate good concentration skills as they work out how to open the different locks and latches on a puzzle, to discover the pictures inside.

- Toddlers enjoy using their senses during activities, such as baking a cake. They learn to mix the ingredients with support from staff. Staff provide a narrative as they add in the different ingredients. Children enjoy sampling some of the bananas that they are using to help them understand the flavour of the cake. This helps children to make connections to the finished product.
- Partnerships with parents are particularly strong. Information is shared with parents through an online platform. Parents speak of the excellent progress their children have made and how well prepared they are for their future learning. They state that the staff and setting are 'beyond exceptional'.
- The management team and the relatively new manager strive to provide high-quality, inclusive care and education. Working together with the staffing team, they have reflected on the organisation and layout of the rooms to identify how to enhance children's experiences. As a result of the changes implemented, they have noticed these changes best support the individual needs of the children attending.

Safeguarding

The arrangements for safeguarding are effective.

The management team has robust systems in place to ensure all children are safeguarded. There are procedures in place to ensure that those working with children are safe to do so. Managers consistently test staff's knowledge and understanding of safeguarding procedures during staff meetings. Staff demonstrate good knowledge of how to keep children safe from harm and how to identify if a child may be at risk of harm, extreme views and beliefs. Staff confidently describe the action they would take if they had concerns about a child's welfare or regarding a colleague's practice. This promotes 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:

- focus on supporting new staff to ensure that they are clear about what they want children to learn, to raise the quality of teaching to a consistently high standard.

Setting details

Unique reference number	2526796
Local authority	Suffolk
Inspection number	10215063
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	37
Number of children on roll	65
Name of registered person	Little Leaders Childcare Limited
Registered person unique reference number	RP902752
Telephone number	07787 242180
Date of previous inspection	Not applicable

Information about this early years setting

Little Leaders Childcare Framlingham registered in 2019. It is one of three nurseries, which are privately managed by the same provider. The childcare setting employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The setting opens from Monday to Friday for 51 weeks of the year, closing for one week at Christmas. Sessions are from 8am until 6pm. The setting receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shelly McDougall

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 provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.

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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