

Inspection of Little Learners Nursery

Main Road, Sellindge, Ashford, Kent TN25 6JY

Inspection date: 31 October 2022

| Overall effectiveness | Inadequate |
|--|-------------------|
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Inadequate |
| Leadership and management | Inadequate |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is inadequate

There are breaches of requirements that have a significant impact on children's safety and welfare. Leaders and staff do not have sufficient knowledge to implement the procedure for managing allegations. However, children settle well at the nursery, and staff readily welcome them with open arms as they arrive. Children form strong attachments with their key person and develop good levels of independence, enabling them to explore the setting. Children are curious and show enjoyment as they engage in their play and learning. Staff enhance this through effective planning of the curriculum and the nursery's layout, both indoors and outdoors. For example, staff implement changes, such as using the sleep room as a sensory room, following discussions with parents during settling-in sessions.

Staff use children's interests and next steps to decide on the rotation of resources. Children are also confident to request activities of their choosing. This enables children to take the lead in their play, and staff weave what children need to learn next into their experiences. Leaders and staff have high expectations for children's behaviour and conduct. This in turn enhances children's abilities to manage their own behaviour. For example, children show kindness and consideration for those younger than themselves. Children develop good perseverance skills. For example, when children accidentally stumble or fall, they get straight back up and continue their play.

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

- The provider and staff are aware of the safeguarding procedures. However, they do not have sufficient knowledge to fully follow through with their implementation. Leaders have failed to implement the correct procedure regarding allegations made against them. This has a significant impact on the outcomes for children and their families.
- Staff know how to share concerns about other staff members directly with professionals. However, they do not act when needed to follow the safeguarding requirement for whistle-blowing. This compromises children's personal development, well-being and safety.
- During the inspection, children came in happily dressed in their Halloween costumes and confidently told staff what they were dressed as. For instance, they explained how they were dressed as a skeleton or witch. Children showed their understanding of the world, such as by mentioning various items on their outfits.
- Staff use children's interests and next steps to plan activities, with the intent of promoting self-assurance and independence. Children are active learners, creative and confident. They access experiential learning all through the day and have opportunities to explore freely. For example, in the outdoor area, children

accessed a Halloween-themed potion-making activity. They explored various natural resources, such as pumpkins and lentils, and mixed their potions with great enjoyment.

- Staff introduce new words throughout their interactions with children, enhancing their language skills. For example, when carving pumpkins, staff use words such as poke and ask questions such as 'what shape nose would you like?' Staff are skilful at providing positive feedback to children and actively praise children for achieving what they set out to do.
- Children are effective communicators, and staff embed simple sign language into their learning. For example, during circle time, staff demonstrated the sign for 'happy Halloween'. This was further extended while singing another nursery rhyme about Halloween.
- Staff harness all opportunities to enhance children's learning. For example, staff extended learning about the children's skeleton costume, talking about the skeleton in our bodies. This develops children's awareness of nature and science.
- Children develop a keen interest in literacy. Staff support this further by sharing books from the library. Children were intrigued by the book about the witch and engaged in discussions about the story.
- Staff are skilful at providing positive feedback to children and were seen to actively praise children after achieving what they set out to do. This in turn enhances children's confidence and development. However, staff often interrupt children's learning to get information from other members of staff who are involved in ongoing activities with children. This interrupts children's flow of learning and halts their valuable discussions.
- Staff have good relationship with parents, which improves outcomes for the children. Parents comment on how well staff communicate with them about their child's development and learning. This happens both during daily feedback and via their online system.
- Children make good developmental progress. Staff liaise with parents and external agencies when appropriate to meet specific needs of children. This enables all children, including those with special educational needs and/or disabilities, to swiftly reduce gaps in their learning, such as in their speaking skills.

Safeguarding

The arrangements for safeguarding are not effective.

The provider and her staff team are aware of safeguarding procedures. However, it is not embedded in their practice; as such, they fail to implement it. They can verbally explain the correct procedure to follow in the event of an allegation and about the whistle-blowing policy. This, however, was not implemented in managing a safeguarding concern they had received. This compromises children's safety and welfare. However, children learn about their own personal safety. For example, they learn to use tools such as safety knives with care, showing that they understand the risks and precautions they need to take.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|---|-----------------|
| ensure that the procedures for child protection are adhered to, specifically relating to allegations | 17/11/2022 |
| improve staff's knowledge of when to implement the child protection procedures relating to whistle-blowing. | 17/11/2022 |

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

- strengthen staff's awareness of avoiding interrupting children's learning when carrying out routine tasks or holding discussions.

Setting details

| | |
|--|---|
| Unique reference number | 2551231 |
| Local authority | Kent |
| Inspection number | 10250819 |
| 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 | 50 |
| Number of children on roll | 31 |
| Name of registered person | Sparkling Angels Preschool Ltd |
| Registered person unique reference number | RP911475 |
| Telephone number | 07426140228 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Learner Nursery registered in 2020. It operates in Ashford, Kent. The nursery is open each weekday, between 8am and 6pm, all year round. The setting employs four staff, of whom one holds early years teacher status, and two other staff hold appropriate early years qualifications. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Toyin Aina

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 this into account in their evaluation of the provider.
- 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 spoke to some parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observation of a group activity with the manager.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke with the manager, who is also the nominated individual, about the leadership and management of the setting.
- 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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