

Inspection of Little Learners

67 Stockport Road, Denton, Manchester M34 6NB

Inspection date:

9 November 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children flourish in this aspiring nursery. The leader and manager have an ambitious ethos for all the children who attend. Their aim for children to 'learn today, lead tomorrow' is at the centre of everything they do. The staff team is enthusiastic and shows commitment to keeping all children safe while promoting their learning and development. Children are happy and engaged in their learning. Babies delight in sitting in a large tray, sprinkling sand between their fingers. Toddlers listen attentively to captivating stories that help them to learn about the similarities and differences between animals. Older children confidently ride balance bicycles, negotiating around others and obstacles with ease. Staff keenly display children's creative work in their personal 'galleries'. As a result, the children see themselves as valued individuals and develop a sense of achievement.

Staff prioritise close relationships with children, giving physical and verbal reassurance when needed. Staff's daily interactions with children promote their communication and language development. This supports children's behaviour to be positive. Children respond well to instructions and show kindness to each other, such as fairly sharing the crackers at snack time. Children with special educational needs and/or disabilities (SEND) are very well supported to make good progress. The special educational needs coordinator (SENCo) and leaders ensure that all additional needs are identified quickly. The staff work closely with professionals to access the support required for every child. Children are learning the skills that they will need to access their onward school curriculum and eventually make a positive contribution to society.

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

- Leaders have created a unique curriculum using children's 'schemas', which are patterns of repeated behaviours. Babies determinedly post straws into a colander using excellent small-muscle movements. This helps to develop their hand-to-eye coordination. Children transport utensils in bags, which helps them to understand movement and the space around them. This learning through schemas helps children to build knowledge and skills across the prime areas of development.
- Staff know the children well. They know what children can do and what they need to do next. For example, children who are reluctant to communicate in a large group are encouraged to take part in small-group activities first. This helps them to develop confidence in their abilities. Any gaps in learning are identified, and children are progressing at a good rate.
- Children are confident communicators. Staff provide running commentaries that support children to understand the words that match their actions. Staff use a range of vocabulary from their planned 'word clouds', such as 'calcium' when

describing why milk is healthy. This expands children's language.

- Adult-led activities excite children. Children learn using their senses as they join in interactive story experiences. They confidently repeat phrases of the book as they smell and touch compost and shaving foam. Children remember and use varied language. Outside, children giggle as they move like penguins during a game. However, staff do not always adapt their teaching when children lose concentration. As a result, children do not always sustain high levels of involvement.
- Leaders have made improvements since the previous inspection. All staff receive supervision and training. This is effective in supporting staff well-being and managing organisational aspects of the nursery. However, this process is not yet focused enough on improving the quality of education to the highest levels.
- The staff team is successful in engaging parents and carers. Parents talk confidently about what and how their child is learning. They understand more about child development because the staff share information about children's schemas. This means learning is extended at home.
- All staff have high expectations of children's behaviour. Children are supported to learn about feelings. Staff ask children how they feel during circle times and talk about the characters of books being happy, sad and angry. Children develop emotional awareness and self-control.
- Independence stations encourage children to take care of their own physical needs. Children serve their own food and wipe their faces after mealtimes. Regular handwashing minimises the spread of infections.
- The inclusive practice ensures that all children are promoted equally. Difference and diversity are taught skilfully. Staff explain, 'We do not all have to look the same to be part of the same family.' Children learn mutual respect.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is prioritised. The leader uses a wealth of information to help the staff team be knowledgeable about child protection. Staff understand the signs and symptoms that may indicate a child is suffering from abuse, neglect or exploitation. Training about online safety helps staff to protect children from harm while using the internet. All staff are qualified to administer first aid. This means that staff can respond quickly should a child need medical attention.

What does the setting need to do to improve?

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

- refine the performance management system to focus on improving the quality of education
- adapt teaching to help children remain deeply focused on their learning.

Setting details

Unique reference number	EY494687
Local authority	Tameside
Inspection number	10217037
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	1 to 9
Total number of places	44
Number of children on roll	44
Name of registered person	Harding, Rachel Louise
Registered person unique reference number	RP514550
Telephone number	07961461820
Date of previous inspection	23 November 2021

Information about this early years setting

Little Learners re-registered in 2015. The nursery employs 11 members of childcare staff. Of these, one holds a level 7 qualification, two hold a childcare qualification at level 6, one holds level 5, four hold level 3 and two hold level 2. The nursery opens from Monday to Friday, all year round. Nursery and holiday club sessions are from 7am until 6.30pm. Out-of-school sessions are from 7am until 9am and 3pm until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lois Hulley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The leader, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 joint observations of group activities with the leader and manager.
- Staff spoke to the inspector during the inspection.
- 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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