

# Inspection of Little Learners Nursery Centre Ltd.

Stags Way, Scorton, Richmond, North Yorkshire DL10 6HB

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Inspection date:

3 November 2022 - 14 February 2023

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is good**

Children excitedly arrive at nursery and leave their parents with ease. They are warmly welcomed by happy, attentive and nurturing staff. Children eagerly explore the activities on offer and quickly settle into the daily routines. They make strong attachments to their key person and show a sense of security with other familiar adults. Relationships at all levels are positive. Children are confident and curious individuals. Older children invite visitors to join them in their play. Toddlers' excitement is palpable as they crawl and clamber using the soft-play equipment. Babies develop an early interest in books, snuggling up to staff while they share a book. Children develop good physical skills through a range of activities. For example, in the garden, children work together to build a tower of bricks. They collect the bricks in a wheelbarrow and skilfully manoeuvre it, avoiding any obstacles.

Children in the pre-school room play collaboratively together. They take turns to hide objects and challenge their friends to find where they are. Children with special educational needs and/or disabilities (SEND) receive very good levels of care. They take part in a wide range of learning opportunities carefully tailored to their individual needs, alongside their peers. This helps children to learn about and respect each other's similarities and differences.

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

- Children benefit from a broad curriculum. Staff follow children's interests effectively when planning activities. They use their initial assessments well to ensure that they know what children need to learn next. The special educational needs coordinator supports staff to identify each child's needs well. Staff use sharply focused assessments swiftly to identify when children need additional support. They work in full cooperation with other agencies to ensure that all children, including those with SEND, get the support they need to be ready for their next stage in learning.
- Overall, staff support children's language and literacy skills well. For example, younger children show a great interest in books as they listen attentively to familiar stories. Staff use sign language confidently throughout the day. However, very occasionally, staff do not implement the intended curriculum to the highest possible level. For example, when they have identified promoting children's language as a key learning intention, they do not consistently repeat words, so that children consistently hear the correct pronunciation. This indicates that when leaders monitor the curriculum, they do not fully identify areas for staff's development, to extend the consistency of what they want children to learn.
- Leaders are very ambitious. They have high expectations for staff and children.

Leaders recognise the importance of ongoing training and the impact this has on promoting positive outcomes for children. They fully support and motivate staff in their own professional development. Staff are also supported through supervision meetings and the manager's positive engagement with her team. Staff's well-being is considered and they feel valued.

- Staff encourage children to be independent and learn to manage tasks for themselves. Babies use low-level furniture to pull themselves up. Toddlers help staff to put toys away and wash their hands before eating. Children show a growing awareness of their own safety. For example, they negotiate stairs and understand the need to line up safely when moving between play areas. Pre-school children put on their own coats before going outside.
- Staff skilfully use spontaneous opportunities to extend children's thinking and learning as they play. For example, as children build towers with bricks, staff encourage children to compare the sizes and introduce mathematical language, such as 'shorter' and 'taller'.
- Children enjoy freshly cooked and nutritious meals and snacks, which are provided by the nursery cook. Mealtimes are a sociable occasion, where children sit together with their friends and staff. This creates a relaxed family atmosphere.
- Staff share information with parents online and provide daily feedback at collection times. This helps parents to be informed about their children's achievements. Parents are very complimentary about the staff and the progress their children make.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her team have a secure understanding of how to protect children's welfare. Staff have regular, ongoing training, which helps them to have a sound knowledge of the possible signs and behaviours that may cause concern. This includes a range of safeguarding issues, such as children being exposed to extreme views and ideas. Staff confidently demonstrate their understanding of how to report any concerns and the procedure to follow. They are aware of how to promote children's positive behaviour. Staff know the procedure to take if they are concerned about a member of staff's conduct. They are vigilant in making checks throughout the day to ensure that the premises remain safe and children are well supervised.

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

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

- identify areas for development that will enhance the consistency of what staff intend for children to learn.

## Setting details

<b>Unique reference number</b>	400087
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10229441
<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 9
<b>Total number of places</b>	62
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Little Learners Nursery Centre Limited
<b>Registered person unique reference number</b>	RP518632
<b>Telephone number</b>	01748 812559
<b>Date of previous inspection</b>	16 November 2016

## Information about this early years setting

Little Learners Nursery Centre Ltd. registered in 1998 and is located in Richmond, North Yorkshire. The nursery employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3. The nursery opens all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and one week during Christmas. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Janet Fairhurst  
Janet Fairhurst

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the nursery.
- The inspector held discussions with the manager and staff about the design of the curriculum and how it is being implemented.
- The inspector observed staff's practice and their engagement with children throughout the inspection. She spoke with staff and children during the inspection.
- The inspector took account of parents' views through their written feedback.
- The inspector held a meeting with the nursery manager and the provider.

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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