

Inspection of Letty's Little Learners Ltd

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

Inspection date: 24 February 2023

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 develop positive attitudes towards learning in this warm and welcoming nursery. They arrive happy and keen to greet the staff and their friends. Children enjoy nutritious meals cooked on site. They serve themselves at lunchtime, using tongs adeptly, and learn the benefits of healthy foods and portion size. Children behave well. They share, take turns and use good manners. Children have plenty of opportunities to be active indoors and outdoors.

Children have a keen interest in mathematics. They thoroughly enjoy spending time solving problems. For example, children inform staff they have collected 10 buttons. They wait expectantly, knowing staff will challenge them further. Children show delight when they are asked by staff to solve a number of simple calculations. Children work collaboratively together as they design and build an obstacle course outdoors. They recall previous learning from a recent walk as they discuss where they will add a zebra crossing, using chalks. When completed, they take turns whizzing around on balance bikes. Children benefit from staff's good teaching. They learn essential skills and attitudes that prepare them for their future learning. Children develop a positive attitude towards their learning.

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

- The manager has made significant improvements since the last inspection and has addressed the actions raised. She has implemented a broad, well-sequenced curriculum that is understood and implemented effectively by the staff. She carries out observations and supervisions of staff practice and provides regular, ongoing training to support their professional development to help them to continue to improve their knowledge of how children learn.
- The manager monitors children's progress closely and takes swift action to provide additional support and intervention, where she identifies any gaps.
- Staff find out about children's previous learning and experiences from parents and other settings the children have attended. Staff use this information to create a curriculum that considers the learning needs and interests of all children in the setting.
- Staff understand how children learn and develop. They know the children well. They know what the children need to learn next. Staff provide a wide range of resources and activities that link to children's interests and learning needs. However, there are times when less confident children are overshadowed by their more self-assured peers and do not fully participate.
- Staff have high expectations of children's behaviour. They implement clear and consistent rules and boundaries that help children to learn right from wrong. Staff constantly provide praise and encouragement for children's efforts and achievements. Consequently, children behave well.

- Children benefit from the skilful questioning skills of the staff. When children bump using wheeled toys, staff ask children how that could have happened. Children think and provide their opinions, such as 'because they went the wrong way'. However, some staff do not consistently encourage children to only use their dummies when upset or resting. This does not fully support younger children's communication and language development.
- Staff provide opportunities for children to develop their understanding of mathematics. Children learn to count, recognise numbers and shapes. Some children can recognise and proudly name more complex shapes, such 'cuboid' and 'triangle prism'.
- Staff use every opportunity to extend children's learning. For example, children ask 'what if someone moves our obstacle course'. Staff respond by suggesting they may want to draw their design, so they can rebuild it at another time. Children are keen to use pencils and paper placed nearby and concentrate on recording the obstacle course. Children work hard on their drawings with some adding simple words, with support from staff.
- Managers recognise that communication with parents is very important. Parents are highly complimentary about the 'kind' and 'caring' staff. Parents talk about what their children have learned since starting at the nursery. They state that their children are gaining confidence and good language skills. Parents receive regular information about their children's learning and appreciate the ideas staff provide for them to continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of safeguarding and the possible signs and symptoms of abuse. They know when and where to refer any concerns they may have about a child in their care. Staff supervise children effectively. They carry out daily checks to make sure the premises are safe for children to play in. There are robust recruitment procedures in place to help to deem staff suitable to work with children.

What does the setting need to do to improve?

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

- recognise less confident children during group activities and consistently support them to fully participate and further enhance their learning experiences and confidence
- support children to only use their dummies at appropriate times during the day.

Setting details

Unique reference number	EY475251
Local authority	Birmingham
Inspection number	10242547
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 4
Total number of places	66
Number of children on roll	13
Name of registered person	Letty's Little Learners Ltd
Registered person unique reference number	RP533486
Telephone number	01214486080
Date of previous inspection	20 April 2022

Information about this early years setting

Letty's Little Learners Ltd registered in 2014. The nursery employs five members of childcare staff. All hold appropriate early years qualifications between levels 3 and 6. 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 three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery.
- The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager, as well as staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and checked evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She also spoke to children about their experiences 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023