

Inspection of Little Learners

Scout Hut, Cockshute Hill, Droitwich Spa, Worcestershire WR9 7QP

Inspection date:

10 March 2023 - 31 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the pre-school happy and are eager to play with their friends. They independently access a range of generally good-quality toys and resources. Children are acquiring some skills to help them move forward in their learning. However, weaknesses in the implementation of the curriculum mean that not all children make the progress they are capable of.

That said, children develop warm and trusting relationships with the manager and the staff team. They greet them with a hug and a smile. Staff offer children praise and reassurance throughout the day, which helps them feel emotionally secure and confident to explore their surroundings. Children behave well and are beginning to understand the routines of the day. They quickly get ready for the morning adult-led activity. Children position themselves in a circle and listen attentively to staff, who engage them in thoughtful conversations. They talk about the weather, the date and the days of the week. Older children are beginning to recognise the letters of their name. They select their name card to self-register. Children independently put on their coats ready for outdoor play. They decide what they would like to eat for their snack, and skilfully use small jugs to pour milk into their cup.

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

- The manager works alongside her staff team on a daily basis. They know the children in their care well. Staff plan a range of play activities around children's interests. For example, they make sure the cars and animal figures are out ready for children when they arrive. However, staff are yet to ensure that the curriculum they provide is ambitious and coherently planned to meet children's individual needs. This means children do not make the best possible progress in their learning.
- The manager and staff make some assessments of their key children's learning. They observe their play to establish what they know and can do. Staff use this information to plan for children's future learning. However, the assessments they make are not always accurate or used effectively. Staff do not ensure that the planned next steps for children's learning are precise and shared with the staff team, to fully support children's ongoing progress.
- The manager knows her staff team well. She meets with them on a regular basis to identify training needs and discuss ongoing improvements for the pre-school. However, the manager is yet to effectively monitor the effectiveness of staff's practice. She does not ensure that staff are confident in their roles, understand their responsibilities and are able to deliver high levels of care and education to all children at all times.
- The support for children who have special educational needs and/or disabilities

(SEND) is a strength of the pre-school. The manager works closely with a range of professionals to provide these children with individualised and targeted support. Staff ensure that children who have SEND are integrated into activities and routines at their own pace. Additional equipment, such as ear defenders is provided when needed to help children to fully participate. As a result, children with SEND make good progress from their starting points.

- Hygiene and care practices are generally good. Staff provide children with privacy during their personal care. They remind children to wash their hands at regular intervals throughout the day. Staff effectively support children's physical development. Children concentrate as they complete an inside obstacle course. They learn to balance on small beams and line up, waiting their turn to go through the tunnel. Children have fun outside in the fresh air. They confidently ride on a selection of wheeled toys.
- Partnerships with parents are good. Staff form positive relationships with them from the start. They meet with parents prior to children's induction, and tailor settling-in sessions to meet their individual needs. Staff share information with parents about children's time at the pre-school in a range of ways. For example, they display the week's activities on a whiteboard and add photographs and notes to children's online learning records. Parents are invited into the pre-school at drop-off and collection times. Staff use this time to speak to them about their children's care needs and achievements. Parents speak highly of the pre-school. They comment on the kind and caring staff team and how happy and settled their children are.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure understanding of their responsibility to keep children safe. They review the environment on a daily basis to ensure that children play in a safe and secure space. Staff attend child protection and paediatric first-aid training to keep their knowledge up to date. They are aware of the signs and symptoms that may indicate a child is at risk of harm. Staff know the procedures to follow should they have a concern about a child in their care. They have a good understanding of the pre-school's whistle-blowing policy. Staff know what to do and who to contact should they have a concern about a member of their team.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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<p>ensure that staff have a clear understanding of what they want children to learn and have the necessary skills and knowledge to deliver a meaningful curriculum which meets children's individual needs</p>	<p>24/03/2023</p>
<p>ensure assessments are accurate and precisely identify what children need to learn next to fully support their ongoing progress</p>	<p>24/03/2023</p>
<p>improve the monitoring of staff practice to swiftly identify weaknesses and raise the quality of teaching to a consistently good level.</p>	<p>24/03/2023</p>

Setting details

Unique reference number	EY498131
Local authority	Worcestershire
Inspection number	10282033
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	26
Name of registered person	Hunter, Sharon Elizabeth
Registered person unique reference number	RP906675
Telephone number	07967 608696
Date of previous inspection	27 April 2018

Information about this early years setting

Little Learners registered in 2016. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens on Monday, Tuesday, Thursday and Friday, term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Tina Smith
Rebecca Johnson

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 that into account in their evaluation of the setting.
- The deputy manager and 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 children to find out about their time at the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager, who is also the nominated individual, about the leadership and management of the pre-school.
- The inspector spoke to the special educational needs coordinator about how they support children with SEND.
- The inspector carried out joint observations of group activities with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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