

Inspection of Little Village Learners and Fun Track

Mytholmroyd Community Centre, Caldene Avenue, Hebden Bridge HX7 5AF

Inspection date: 11 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive eager to start their day at this nursery and out-of-school club. Staff welcome children and families on their arrival. Children feel happy and safe. Leaders and managers signpost families to local services. They share information on healthy eating and oral health. Staff encourage families to use the lending library. Books are available for adults and children to borrow to share at home. Leaders and managers plan opportunities for children to widen their experiences and develop an understanding of the wider world. For instance, children go on walks around the community. They visit the library and go on buses and trains.

Staff use daily opportunities to support children to keep on trying. They stand back while toddlers try to put their tops on. Staff wait before asking if they need help. Children persevere when faced with difficulties. Staff use praise and tell children how proud they are of them. Children beam with pride when they are successful. Staff provide opportunities for children to develop their independence skills. Babies learn to crawl and walk and begin to feed themselves. Toddlers learn to take their waterproof clothing off. They learn to wash their hands before lunch. Pre-school children confidently put their shoes and coats on when going outside. Children develop the skills they need for when they move on to school.

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

- Staff form positive relationships with children and families. They visit families in their homes to meet with parents before they start. Staff find out about children's routines, likes and dislikes, and what comforts them. This helps staff to settle children quickly when they become tired or upset. Children are happy and settled in the nursery.
- Staff plan activities and opportunities so that children develop their physical skills. Babies have the space to crawl and use the furniture to pull themselves up. Toddlers climb the steps of a slide and climb on large tyres. Older children run and kick a football in the large outdoor area. They learn to pedal a tricycle around the play area. They use tools and complete jigsaws. Children are confident movers.
- Staff support children's language and communication skills. When children explore an autumn tray, staff talk about the different colours of leaves. Children look at pumpkins and conkers. They talk about the harvest. Staff introduce new words, including 'scarecrow', 'plough' and 'autumn'. Children speak to the inspector, talking about their family and friends. They are confident communicators.
- Children follow the routines of the setting. They hang their coats on their pegs and wash their hands at snack time. However, sometimes, staff do not consistently organise routines to engage all children in their learning. For

example, when staff read a story before lunch, not all children can see the book. Staff take some children to have their nappy changed during the story. Sometimes, the younger children are less engaged while staff complete routine jobs. This means that all children do not always benefit from the activities on offer.

- Staff read stories and sing to children. Children sing to themselves as they play. They enjoy joining in with action rhymes. Older children take delight in pretending to read a book to their friends. Staff share books with children throughout the day. Children develop a love of stories, songs and rhymes.
- Staff support children with special educational needs and/or disabilities (SEND) very well. They identify children's additional needs quickly. Staff do not wait to put plans in place. This ensures that any gaps in children's development do not widen. They work closely with health visitors to complete reviews for two-year-old children. Staff meet the individual needs of children. All children make good progress.
- Staff implement hygiene practices to ensure that all children's personal needs are met. Children learn to wash their hands before eating. However, sometimes, staff do not always teach children to begin to manage their personal needs. For example, staff wipe the noses of young children without offering explanation or allowing them to do it themselves.
- Parents are very positive about the nursery. They feel well informed about their child's day. Parents comment on the positive relationships they have made with staff. They say staff are personal and take the time to speak with them. Parents comment that their children have come on leaps and bounds. They say their children have made progress in their language and social skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff use risk assessments to ensure that the nursery is safe and secure. Staff have a good understanding of how to keep children safe. Leaders and managers make sure that staff receive training in safeguarding. Staff know the procedures to follow if they are concerned a child may be at risk of harm. They are confident in following the whistle-blowing policy should they have any concerns about an adult in the nursery. Staff support children to take appropriate risks. For instance, they ask children if they feel safe and if they need help when they are climbing, and they wait until children decide. Children learn to assess the risk before asking for support.

What does the setting need to do to improve?

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

- consider the effects of the daily routines so that children can remain engaged in

their learning

- support staff to use all opportunities to teach children to become increasingly independent in managing their personal needs.

Setting details

Unique reference number	2673474
Local authority	Calderdale
Inspection number	10313533
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 11
Total number of places	34
Number of children on roll	65
Name of registered person	Little Village Learners and Fun Track CIO
Registered person unique reference number	2673476
Telephone number	01422 882226
Date of previous inspection	Not applicable

Information about this early years setting

Little Village Learners and Fun Track registered in 2022 and is located in Mytholmroyd, West Yorkshire. The nursery employs 16 members of childcare staff. Of these, 14 staff hold appropriate early years qualifications at level 3 or above, including one member of staff who holds early years professional status and one member of staff with a qualification at level 7. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- This was the first routine inspection the setting 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 inspector viewed the nursery and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator 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 on the impact children's learning.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- 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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