

Inspection of Little Learners Nursery and Beach School

St. Bridgets Lane, Egremont CA22 2BD

Inspection date: 13 February 2025

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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 | Not applicable |

What is it like to attend this early years setting?

The provision is good

Outdoor learning is at the heart of this nursery. Children have a wealth of opportunities to play and learn in a well-planned environment that is fully informed from the curriculum intentions. Children are brimming with confidence, owing to the strong and healthy attachments they have with staff. As a result, children are keen navigators and make expert risk assessments from a young age. Leaders and staff have high expectations of what all children can achieve. An ambitious curriculum and excellent programmes of support mean that all children, including those with special educational needs (SEN), progress well across all areas of the curriculum.

Children demonstrate positive attitudes to learning. They are motivated by the engaging environment and quality learning experiences that staff plan. This means that they are keen to learn and remain well engaged relative to their age and stages of development. Staff are consistent in their approach to managing children's behaviour. They use mindful explanations and exciting activities to help children learn the skills they need to take turns and regulate their own emotions.

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

- The curriculum is well designed to provide children with the knowledge and skills they need as they move through the nursery. For example, staff in the baby and toddler rooms focus well on promoting core strength and large-muscle movements in excellent preparation for children's later small-muscle skills in readiness for writing. As a result, children are able to consolidate their learning, setting secure foundations for all later learning.
- Leaders have a firm vision for the skills and attributes they want children to acquire, underpinned by clear intentions for children's learning. In the main, staff have a good understanding of this and what it means for their practice. However, this is not consistent across the whole nursery. As a result, some areas of the curriculum are less well implemented.
- Leaders' vision for promoting children's love of learning outdoors is fulfilled by staff who are advocates for children becoming creative and adventurous learners. Even the youngest children learn to take appropriate risks as they navigate the array of climbing equipment outside. Older children develop specific skills as they spend full-day sessions at the beach school. Children's growing curiosity and resilience prepare them well for future life skills.
- The curriculum for children's communication and language is well implemented. Staff use a range of strategies, such as well-posed questions, singing and reading with children frequently, and teaching new vocabulary. As a result, younger children quickly learn to use sounds in their play, such as making a 'sssss' sound when they see a snake in a book. Older children speak in full

sentences, posing questions and expressing their ideas. Children are confident and skilled communicators.

- Support for children with SEN is strong. Effective assessment of children's knowledge and skills, in collaboration with parents, means children's needs are very well understood. Leaders act swiftly to secure involvement from relevant professionals and to implement programmes of support. With close oversight from those leading on the support for SEN children, and a dedicated staff team, children with SEN make progress in their learning.
- The nursery benefits from strong and visible leadership. Those in charge are committed to continuously improving practice through effective self-evaluation. Leaders work hard to support staff through professional development opportunities and supervision that includes coaching and mentoring. As a result, the nursery runs smoothly and staff are highly effective in their roles.
- Parents are valued as partners. There is a good two-way flow of information-sharing that staff use well to inform assessment and planning. Regular progress reports and high-quality handovers from key persons at the end of the day further keep parents informed. Parents are extremely positive about their experiences of the nursery and staff team.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus on embedding the curriculum intent that promotes all staff working together to reach the curriculum goals.

Setting details

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| Unique reference number | 2700876 |
| Local authority | Cumberland |
| Inspection number | 10367917 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 85 |
| Number of children on roll | 88 |
| Name of registered person | St Bees Little Learners Nursery Ltd |
| Registered person unique reference number | 2598978 |
| Telephone number | 07840458870 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Learners Nursery and Beach School registered in 2022. The nursery is located in Egremont, Cumbria. The nursery operates Monday to Friday, from 7.30am to 5.30pm, all year round. The nursery employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications. The nursery provides funded early years places.

Information about this inspection

Inspector

Katie Sparrow

Inspection activities

- The nominated individual, who is also the manager, the deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about their learning and what they enjoy doing while at nursery.
- The inspector spoke with the nominated individual and deputy manager about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEN.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation with the deputy manager.
- Parents shared their views of the nursery with the inspector.
- 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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