

Inspection of LITTLE LEARNERS CALSHOT LIMITED

Calshot Primary School, Calshot Road, Birmingham B42 2BY

Inspection date:

26 August 2025 - 15 September 2025

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are not assured. Safeguarding policies and procedures are not well enough understood by all staff. When possible child protection concerns arise, they are not acted on appropriately. Lead practitioners for safeguarding do not fully understand staff's concerns. These matters are not recorded or reported to other agencies in a timely way. This leaves children at risk of harm.

The quality of education for children is variable. During school holiday periods, children do not benefit from well-planned learning experiences. Some staff work term time only. This means that children do not benefit from a consistent key person, who fully understands their needs. As a result, children do not receive focused learning experiences to support their continued progress and development.

That said, children are settled in the nursery. They arrive happily and separate from their parents with ease. Children quickly find something to do. They select familiar books and sit with staff to read stories. Outdoors, children demonstrate their understanding about how to care for the world around them. They independently fill up watering cans to water their plants, and provide a safe space to care for the bugs they find under logs.

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

- Staff, including lead practitioners for safeguarding, fail to recognise and respond to child protection issues and concerns. When staff identify potential causes for concern, action is not taken to record these accurately. Concerns about children are not shared with other agencies, in line with effective safeguarding policies and procedures. This means that children are not safeguarded.
- Although children have an allocated key person, there are weaknesses in the key-person system that impact on children's learning. During school holiday periods, some children do not have a named key person present. Other staff help to meet children's care needs during these times. However, staff who are present are unclear about children's progress and developmental needs, including how to close gaps in their learning. As a result, children do not receive targeted educational experiences that support their learning and development.
- Leaders and managers do not monitor staff's teaching and practice closely enough. Weaknesses in staff's knowledge, teaching and skills are not identified and addressed quickly enough to improve the quality of their work. Although staff receive some opportunities for supervision and training, this is not yet raising their teaching skills consistently to improve the outcomes for children. That said, staff comment that they feel supported by leaders and managers and are happy in their roles.

- Leaders and managers have some intentions for children's learning. However, the educational programme is predominantly delivered during school term times. This means that, during school holiday periods, children do not receive the same learning experiences. Although staff continue to provide children who attend with activities, these are not well planned or purposeful to meet their individual learning needs.
- Staff build warm relationships with children, which helps them to feel happy and confident in their environment. Staff sit down and chat to children during their play. However, they do not provide enough opportunities for children to practise using language they have heard. Questioning is often closed, which does not encourage children to build on their communication skills.
- Children generally behave well at nursery. They are kind towards each other and other living creatures. Children share resources and happily play alongside others. That said, because the activities provided lack challenge, children sometimes struggle to get deeply engaged in meaningful play and learning. They move on quickly, which impacts on their positive attitudes towards their learning.
- Leaders and managers work in partnership with other professionals to support children with special educational needs and/or disabilities. They use assessment to identify gaps in children's development at the earliest opportunity. Leaders and managers work closely with other professionals to seek additional support to help children to achieve at the nursery. However, weaknesses in the key-person system mean that this support is not always fully effective.
- Children have opportunities to develop their independence. For example, at meal and snack times, children confidently use different tools to serve their own food. They make choices about what they want to eat from a healthy variety of foods available. Staff work closely with parents to support children with toilet training.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
ensure that all staff, including lead practitioners for safeguarding, understand how to identify and respond to possible safeguarding concerns about children in a timely way	15/09/2025

implement an effective safeguarding policy and procedure that ensures any child protection issues or concerns are recorded and shared with other professionals without delay	15/09/2025
ensure that the key-person system consistently provides all children, including those with SEND, with support and learning that is tailored to meet their individual needs	15/09/2025
provide staff with targeted supervision and training opportunities that addresses weaknesses in teaching and helps them to understand their roles and responsibilities	15/09/2025
ensure that the curriculum is understood and delivered effectively by all staff to consistently promote children's learning and development.	30/09/2025

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

- help staff to recognise how to support children's communication and language development.

Setting details

Unique reference number	2768404
Local authority	Birmingham
Inspection number	10417701
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	46
Name of registered person	LITTLE LEARNERS CALSHOT LIMITED
Registered person unique reference number	2768403
Telephone number	0121 675 6689
Date of previous inspection	Not applicable

Information about this early years setting

LITTLE LEARNERS CALSHOT LIMITED registered in 2024. It is situated in the grounds of Calshot Primary School in Great Barr, Birmingham. The nursery operates Monday to Friday, all year round. Sessions are from 8am until 5.45pm. There are eight members of staff employed. Of these, one holds qualified teacher status, five hold qualifications at level 3 and two hold qualifications at level 2. The nursery is in receipt of funded early education for children aged from nine months old.

Information about this inspection

Inspectors

Lisa Bennett
Johanna Holt

Inspection activities

- The inspection started on 26 August 2025. An inspector returned on 15 September 2025, to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager carried out a joint observation with the inspector to evaluate the quality of teaching.
- The inspector spoke to parents and carers and took account of their views.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact of this on children's learning.
- The inspector spoke with the manager and the deputy manager about the leadership and management of the nursery.
- 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.

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 2025