

Little Learners Nursery School

Total Fitness, Prenton Way, North Cheshire Trading Estate, PRENTON, Merseyside, CH43 3DU

Inspection date

29/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The quality of teaching in the pre-school room is very good. This includes interesting and stimulating activities, such as learning Spanish.
- The management team show a strong commitment to raising the standards of care and education at the nursery for the children and their parents. They set themselves appropriate and realistic targets to bring about improvements and strive to achieve them.
- Staff working with babies understand how they develop and what they need. As a result, babies form strong bonds with their key person and are happy and content at the nursery.
- Children's language development is supported well at the nursery. Staff are excellent role models, they find time to speak with and listen to the children, as often as possible. They use clear and appropriate language at all times.

It is not yet outstanding because

- There is scope to share further information with parents of the youngest children, about how to support children's learning at home.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play in each of the rooms and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector spoke with some parents available on the day.
- The inspector held discussions with the owner, manager and staff.
- The inspector looked at children's assessment records and a range of other relevant documentation.

Inspector

Rachel Deputy

Full Report

Information about the setting

Little Learners Nursery School was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Prenton area of Wirral. It is owned and managed privately. The nursery serves the local area and is accessible to all children. It operates from a purpose-built building with four main playrooms within the Total Fitness Gym and there is a fully enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3. One member of staff has qualified teacher status and the owner is working towards Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 68 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance how plans for the youngest children are recorded and shared, so that information can be shared more effectively with parents to further support children's learning at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff help children make effective progress because they carry out regular observations of children's progress and use these to set their next steps. Planning at the nursery is currently under review and there is scope to share further information with parents of the youngest children about how to extend children's learning at home. However, staff are still able to meet individual children's learning needs because they know the children well and are aware of how they learn and what their interests are. A focussed activity is planned within each room each week and planning covers all areas of learning, focusing on the prime areas for younger children. Staff talk about how they will adapt activities to meet the needs of individual children. For example, less mobile children have one-to-one support to complete an activity. This enables staff to observe their key children as they work in smaller groups during the activity. Staff make sensitive, observational assessments of children. If they have concerns about a child's development, they liaise effectively with parents and other professionals to arrange appropriate support. Children feel valued as their home language and cultures are respected and celebrated by the nursery.

Staff help children to make good progress because they have a good knowledge and understanding of how to promote children's learning and development. Children's learning is built on as they progress through the nursery to ensure consistency. For example, babies learn to handle books and press buttons on books in preparation for reading and storytelling activities when they reach the toddler room. Staff in the baby room show an

excellent ability to offer children security and confidence. They are able to form a strong bond with young babies in their care because they understand how babies develop and meet their needs very well. For example, they provide time and space for babies to attempt to sit up and lift up their heads independently as they learn to become more mobile. They quickly respond when the baby becomes frustrated, picking them up and providing reassurance. This helps babies to feel settled and content, which helps them to learn. Toddlers enjoy action songs, such as 'wind the bobbin up' and exploring materials, such as play dough paint and glue. They are supported by staff who name colours for them while they enjoy making marks.

The quality of teaching in the pre-school room is very good. The nursery teacher provides stimulating and challenging activities for children that promote their learning well. For example, she teaches them about Chinese New Year, developing their understanding of the world and different cultures and beliefs. She skilfully uses this topic to ensure that children enjoy and learn from a range of activities across the seven areas of learning. For example, children enjoy creating their own Chinese lanterns, choosing materials and structures that they have researched together on the internet. They develop new vocabulary as they learn words, such as 'religion' and 'vision'. The teacher skilfully brings in the use of modern technology by explaining to children that, using the interactive white board, they can search the internet for more information about their topic. She talks to them about the process of searching the internet explaining that you have to 'type into the search engine' and 'press enter'. They engage in imaginary play as they stack wooden blocks to make beds. A staff member challenges them to select correctly shaped blocks, and to count the number they need. This helps children to develop problem solving skills. The nursery has worked hard to develop children's choice across both the indoor and outdoor areas. In the pre-school room children are able to choose between indoor and outdoor play because the staff provide 'free flow' sessions throughout the day. Children develop their understanding of the world as they collect rain water outside and check a lump of ice each day noting how it melts. They are encouraged to think critically as the teacher asks them why the ice has melted and what it might look like when it does. They learn about different cultures and languages as they learn to speak Spanish. Such activities demonstrate that children are active, motivated learners who respond well to the support and interaction they receive from staff. This means that they are developing the skills they need for the future and are well prepared for their next steps, such as full-time school.

The contribution of the early years provision to the well-being of children

Each child has a 'key person' who takes particular care of them. When a child is ready to move to another room, the key person helps to achieve a smooth transfer. For example, they take children for visits to the next room which supports them to make new relationships with different children and staff, because they feel secure. The key person system supports children well; they develop warm, secure attachments which promote their confidence and happiness. For example, a child wakes from a sleep, distressed but is

comforted and cuddled, spoken to gently and reassured. Staff are good role models to the children. They speak quietly and clearly to children when they display challenging behaviour and as a result children behave well. Staff teach children about how to keep themselves safe by involving the children in writing the 'nursery rules'. Children are able to recall the rules and mostly follow them well. For example, when a visitor to the nursery climbs on a chair to reach something, children tell her to get down because she will fall and hurt herself. Children learn to take care of their playroom and understand what is expected of them. For example, in the pre-school room, when the nursery teacher plays 'the tidy up song' all of the children happily begin to tidy away their toys. They show that they are beginning to form good relationships with each other as they negotiate who will tidy away which toys and help each other to carry things that are heavy.

The menu at the nursery offers a wide choice of low salt, healthy food and reflects cultural tastes and needs. Children have opportunities to become independent during meal times as they serve themselves with the support of staff. They learn about the importance of eating healthily as choose from a range of fresh fruits and talk about how it will help them to grow. Children's physical development is a strong focus for the nursery, and as a result, it is supported extremely well. Children enjoy weekly swimming lessons; have use of a large exercise hall and have plenty of opportunities to play outside.

Younger children's nappy change routines are sensitively managed and a good standard of hygiene is observed. For example, a staff member chats to a baby during nappy changing, describing the mobile above and making it jangle. Older children are supported during potty training and the nursery work in partnership with parents to achieve a successful outcome. A website and daily feedback keep parents informed. Staff discuss each child's individual with parents and the nursery ask for information about what a child does at home. Staff working with older children also suggest some ideas for home-based learning. Formal meetings and informal evenings twice a year encourage parents to meet and speak to their child's key person. They are also offered individual consultations to speak with a nursery manager and key person about their child's progress and development.

The effectiveness of the leadership and management of the early years provision

The senior management team at the nursery have a secure knowledge and understanding of how young children learn and support the staff team well to offer a good quality of care, learning and development. Children enjoy a broad range of activities which support their progress through the seven areas of learning. Planning and assessment are currently under review which means that it can be a little inconsistent at times for staff working with younger children. However, this is being monitored regularly. Where weaknesses have been identified; such as the planning for younger children taking up too much time, they are being addressed as the management team continue to trial new ways of sharing plans with parents. Staff make precise observations and assessments of children and accurately understand where children are in their learning. Children in need of additional input or support are identified and partnership working ensures that appropriate interventions enable them to make good progress.

The procedures in place to safeguard children are effective because staff regularly update their safeguarding training. All staff have an appropriate first aid qualification, which means any injuries can be dealt with effectively. Staff know the procedure to follow should they have any concerns about a child in their care. A copy of the policy folder is available for parents in the reception area and for staff as a reminder. Each staff member has a full induction programme so they understand their roles and responsibilities well. All staff are suitable to work with children due to the robust recruitment and vetting procedures. The management team are currently meeting with all staff members, to assess their capabilities and identify any training requirements. This is in order to ensure that staff have continuous professional development opportunities.

Self-evaluation is a key strength of this nursery. Since taking over, the owner has invested a huge amount of time and thought into revitalising the playrooms for the children. She works with the staff team very well to gather the views of parents and children and act upon them, bringing about positive changes. For example, the open plan layout of the nursery has been removed and new walls put in place so that babies are more settled and older children are less disrupted by noise when concentrating. Parents' questionnaires indicate that all parents are delighted with the changes that have been made so far.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an

acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY448921
Local authority	Wirral
Inspection number	821954
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	68
Name of provider	Little Learners Nursery School Ltd
Date of previous inspection	Not applicable
Telephone number	01516094631

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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