

Little Leaders Childcare

Oak Hall, Woodville Road, IPSWICH, IP4 1PD



Inspection date	12 January 2016
Previous inspection date	13 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team is committed to improving outcomes for children. Prompt and effective steps have been taken to address the actions raised at the last inspection. The management regularly evaluate all aspects of the childcare setting and set challenging but achievable targets for improvement.
- Staff promote children's mathematical skills well. They skilfully incorporate shapes, counting and mathematical language into everyday activities. Children develop their problem-solving skills as they are encouraged to try out their own ideas.
- Staff support disabled children and those with special educational needs well. They liaise closely with health professionals and parents to ensure that children are provided with a high level of care and education. All children make good progress given their starting points and capabilities.
- Staff provide a welcoming, stimulating and well-resourced environment. Children feel safe, happy and secure in the staff's care. They form close attachments to their key person, other staff and each other. Children are confident to explore the environment and develop good social skills.
- The management team have high expectations of staff. They meet regularly to review staff's practice and set them targets to achieve. Staff are offered regular training to help improve outcomes for children and add to their own professional qualifications.

It is not yet outstanding because:

- Staff do not always extend children's awareness of cause and effect and how things work as they explore the world around them.
- Not all children are fully supported in maintaining their concentration and attention during some group activities.

What the setting needs to do to improve further

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

- provide children with more opportunities to be curious and develop a deeper understanding of cause and effect and how things work
- build on the opportunities children have to develop higher levels of concentration and attention.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the childcare setting manager and provider. She looked at relevant documentation, such as the childcare setting's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Daniella Tyler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can recognise the signs and symptoms of abuse and know the appropriate action to take if they have concerns about a child. They place a high importance on keeping children safe. Staff conduct thorough risk assessments and daily checks of the environment to ensure the premises are kept safe and secure. Robust recruitment and suitability procedures ensure that all staff are suitable to work with children. The management team now have a comprehensive system in place to monitor all children's progress. They effectively use this information to provide individual and groups of children with the appropriate support they need. Staff form effective partnerships with the other early years settings that children attend. The strong, two-way flow of communication between them ensures that children are provided with a high level of consistency in their learning.

Quality of teaching, learning and assessment is good

The well-qualified staff get to know children well through regular observations and accurate assessments of what they can do. Staff effectively use this information to plan activities that promote children's learning and link with their interests. They promote children's communication and language skills well. Staff provide children with focused groups that effectively support them to become confident communicators as they start to link sounds to letters. Children have many opportunities to develop their creativity and imaginations. They have free access to a wide range of craft resources and engage in pretend play with a variety of resources that are familiar to their home environments. Staff are skilled in knowing when to step into children's play to extend their learning and provide them with appropriate challenge. Staff update parents on children's progress regularly. They actively involve them in assessments of children's development and effectively support them to extend their children's learning at home.

Personal development, behaviour and welfare are good

Staff have high expectations for children's behaviour. They set clear, age-appropriate boundaries and remind them of these throughout the day. Staff promote good manners and support children to develop their sharing and turn-taking skills. Children have many opportunities to access fresh air and physical exercise. They have free access to the outdoor area, take part in dance lessons and make regular trips to the local swimming pool. Children develop high levels of independence. They are encouraged to attend to their own personal care needs and help to carry out tasks, such as preparing the snack table and tidying up. Staff regularly praise children for their efforts and achievements. Children thrive on this and develop good levels of confidence and self-esteem.

Outcomes for children are good

All children make good progress given their starting points and capabilities. They are well prepared for the next stage in their learning, including school. Children who speak English as an additional language are supported well by staff to develop good levels of communication skills. They provide children with many opportunities to speak and hear their home language, alongside English, in their play.

Setting details

Unique reference number	EY433050
Local authority	Suffolk
Inspection number	1003861
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	28
Number of children on roll	34
Name of provider	Little Leaders Childcare Ltd
Date of previous inspection	13 January 2015
Telephone number	01394460401

Little Leaders Childcare was registered in 2011. The childcare setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The childcare setting opens from Monday to Friday, term time only. Sessions are from 8.30am until 3.30pm. The childcare setting provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs and children who speak English as an additional language.

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