

Little Learners

The Sports Pavilion, Station Road, KENNETT, Cambridgeshire, CB8 7QQ

Inspection date	16/10/2013
Previous inspection date	27/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- A wide range of interesting activities provide children with exciting learning experiences, this includes opportunities to engage in independent and outdoor learning. This means children are eager to learn, explore, and display the characteristics of effective learning.
- Children form secure attachments with warm and caring staff as well as their peers. This increases their confidence and consequently, they explore the engaging environment freely.
- Communication between the children and the staff is good. Children's learning is also extended further by the use of skilful open questions.
- The manager has a clear understanding of the safeguarding and welfare requirements, with clear procedures in place relating to care routines. Therefore, children feel safe and secure within the pre-school.
- Efficient monitoring of the curriculum and staff by the manager enables the quality of teaching to be high. Consequently, children are making good progress.

It is not yet outstanding because

- Assessments are detailed, in particular the progress check at age two. However, these need to be even more consistent and rigorous, to more accurately identify the next steps in children's learning, and to further increase the children's individualised learning opportunities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector conducted tour of the premises.
- Discussions were held with parents, staff and children.
- Practice was observed in the indoor and outdoor environment, including care routines.
- A thorough review of documentation was undertaken, including samples of policies, progress check at age two and planning and assessment.
- The inspector conducted an interview with the manager.

Inspector

Ben Hartley

Full Report

Information about the setting

Little Learners was registered in 2009. The pre-school is owned by a private provider and operates from the Sports Pavilion in the village of Kennett, Cambridgeshire. The group is open five days a week during school term times. Sessions are from 9.15am to 1pm. There are currently 21 children on roll whom are within the Early Years Foundation Stage. The group is registered on the Early Years Register and on the compulsory part of the Childcare Register.

The pre-school serves the local area and is accessible for all children. There are four staff working with the children, all of whom hold appropriate early years qualifications. There is an enclosed area available for outdoor play. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- increase the consistency and rigorousness of assessments to create further individualised learning opportunities based more accurately on children's learning needs.

Inspection judgements

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

Children take part in an interesting range of activities that promotes their development across the seven areas of learning. Children are developing independent learning skills, this will help them in the next stage of their development, including their readiness for school. For example, children work collaboratively to build a house using resources available in the outdoor area. This demonstrates their ability to communicate with each other effectively and use skills to work together for particular purposes. The children enjoy these opportunities and are demonstrating the characteristics of effective learning. The pre-school are also utilising opportunities to further extend children's learning and engagement. For example, they have set up a council to provide children with an opportunity to play an active part in the learning environment. This will enable them to choose activities that they want to take part in and play an active part in shaping the environment. This will support them in becoming active learners.

The resources throughout the pre-school are well-managed and wide ranging, with the children enjoying independent access to them. The staff also take into account the interests of the children and use it to devise activities to promote their development. For example, the children express an interest in painting using their feet. This leads to the staff preparing appropriate resources for the children to fully engage in this activity with their careful support. Children maintain their interest in this activity for a sustained period of time. The outdoor environment has also been developed well and is now also well-resourced to promote development across the areas of learning. For example, the pre-school have developed a digging and growing area that the children enjoy and explore. This allows them to develop their understanding of how things around them grow. Incidental learning that takes place is also utilised well by the pre-school. For example, a child finding a frog, the pre-school have extended children's learning about the life cycle of a frog. They have also used this as a basis for various art activities. Assessments are detailed and provide evidence that children are making progress. However, they are sometimes inconsistent and this means that some opportunities to provide individualised learning opportunities to further extend children's development are not fully utilised. Planning is closely monitored and supported by the manager, this ensures that children experience a wide range of activities across the seven areas of learning.

Communication between staff and children is good, with efficient use of questions to extend children's learning further. This enhances children's language acquisition and engages them in their chosen activities. The pre-school also communicate well with parents, taking into account their views. For example, a recent questionnaire sought their opinions on various aspects of the provision, including the food offered. The food offered is wide ranging and provides appropriate nutrition for the children. They are also able to access their drink bottles freely throughout the session. There are also opportunities for daily communication with the staff. These relationships are aided by a well-established key person system that provides a further link between the home and pre-school environment. For example, the pre-school are providing reading materials that enable parents to support their child's learning within the home. Parents comment positively about the communication with the pre-school and felt that they provided a good link for children's learning.

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

Children form secure attachments with warm and caring staff as well as their peers, this increases their confidence. There is also good continuity of care provided by the pre-school with a committed team of dedicated staff, and the children are clearly familiar with them. This gives the children the confidence to explore the environment and take risks, engaging enthusiastically in their learning. Staff also skilfully extend children's communication skills by maintaining conversations with them, asking open questions and discussing aspects of their play. For example, when the children finished building a house they are discussing who is going to live in the house. The member of staff asks questions about materials, how they are going to live in the house and questions why other people do not live there. This also allows the children to extend their vocabulary as well as discuss their own home and who lives there with them.

A wide range of interesting activities provide children with exciting learning experiences. This includes a well-developed outdoor learning area that is utilised effectively to provide children with additional opportunities to learn as well as promote their physical development. For example, the staff set up an obstacle course that the children race around. This gives them a good opportunity to use different physical skills such as, crawling through tunnels, running around items and manoeuvring around objects. The environment inside is also well-utilised and provides activities that promote development across the areas of learning. The pre-school are also taking additional measures to promote healthy lifestyles. Providing well-balanced nutritious meals as well as daily snacks. Children are encouraged to learn about maintaining good health and hygiene practices. There is a well organised free-flow of access between the different areas utilised by the pre-school. This enables children to engage in various activities and promotes their ability to become independent learners.

Care practices are well-established, embedded within practice and meet the needs of the children. This is supported by an effective key person system that allows them to work collaboratively with parents to provide a good level of care for children. For example, upon entering the pre-school, parents are asked to provide information about their child that helps the provision of individualised care. Additionally, parents commented positively on how the pre-school supports children that are potty training, as well as the general care routines. During the inspection observations were also undertaken that supports this. Children are always kept safe within the nursery as practitioners have a good understanding of safeguarding procedures. Supervision of the children is also good. For example, the staff track the children around the areas of the pre-school effectively, communicating well with each other about children's movement between the areas. This enables children to be kept safe and not detract from their learning experience. Children are also further protected by good behaviour management strategies that are applied consistently throughout the pre-school.

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

The manager of the pre-school has a detailed understanding of the learning and development requirements. She has a good overview of the educational programme and performance of the practitioners. This robust system helps to ensure that children experience a wide range of activities that promote their learning and are making good progress. Detailed assessments are undertaken and understood by the staff in the pre-school. These do need to be more consistent in order to maximise the opportunity to extend children's development through planned individualised learning. Good partnerships with parents have been developed. Parents comment positively about the care their children receive and the learning opportunities that are provided for them.

Regular observations enable the manager to identify any strengths and areas for development in terms of quality of teaching. The manager then acts quickly upon these to

enable staff to develop their practice. For example, one member of staff was having challenges extending children's learning through questioning. The manager, therefore, provided support to try and help her with the use of questioning and thereby extend children's learning. There is also evidence of collaborative work and sharing of ideas. This allows staff to feel valued and provides them with the opportunity to try new ideas to engage the children. The pre-school have also identified areas for development and are continuing to work towards improving aspects of the provision. The staff team also show a drive and commitment to develop professionally. This is supported well by the manager. For example, during regular appraisals, staff have the opportunity to discuss their training needs and the manager then acts quickly upon these.

Safeguarding is given a high priority within the nursery. There are strong procedures in place that are being regularly reviewed and updated to ensure safety within the nursery. For example, there is a thorough recruitment procedure that allows the children to be a part of the decision making process. This procedure also ensures that the pre-school is taking reasonable steps to ensure the suitability of the new staff as well as gaining the views of the children and allowing them to help in the decision making process. The knowledge of the manager and the staff in relation to safeguarding children, ensures that children are kept safe within the nursery.

The Childcare Register

The requirements for the compulsory 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 action. 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	EY393654
Local authority	Cambridgeshire
Inspection number	939106
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	21
Name of provider	Little Learners Partnership
Date of previous inspection	27/01/2010
Telephone number	01638751746

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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, which are usually the childminder's 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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