

Little Learners Nursery

Landseer Play Centre, Hogarth Road, IPSWICH, IP3 0EY

Inspection date

Previous inspection date

31/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Leadership is inspirational. The pursuit of excellence in all aspects of the nursery is very well-demonstrated. There is a strong commitment to continually develop and improve the nursery throughout the team. This is led by the competent and highly motivated manager, who sets ambitious targets driven by clear vision and plans for the future.
- Children flourish and thrive in the caring, highly stimulating and enabling environment and are making outstanding progress. They benefit from an imaginative range of first hand experiences, activities and resources, which support and promote their learning and development.
- Highly positive and trusting partnerships are established with parents. Open and regular communication between parents and staff supports parent's involvement in children's learning and a consistent approach to meet children's individual needs.
- Arrangements for safeguarding children are highly effective and a clear child protection procedure is in place that is fully understood by all staff. This ensures that the welfare of children is prioritised at all times.
- Parents' involvement in their children's learning is staff's utmost priority and staff use highly skilled methods to achieve this. Staff work enthusiastically with parents to help children to settle and innovatively help parents share what they know about their children.

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.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the manager of the nursery and spoke to staff throughout the inspection when appropriate.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Karen Harris

Full report

Information about the setting

Little Learners Nursery was registered in 2013 on the Early Years Register. It is one of four childcare settings that are managed by a board of trustees. It operates from Landseer Play Centre in Ipswich, Suffolk and there is a large enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The manager holds Early Years Professional Status and is currently studying at Masters level, the deputy manager holds a qualification at level 5. The nursery opens Monday to Friday, from 8am until 4pm, during school term time. Children attend for a variety of sessions. There are currently 61 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- consider how models and children's pictures and paintings are displayed to show their efforts are valued and to further promote their self-esteem.

Inspection judgements

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

Teaching is outstanding and children are making rapid progress in their learning and development. This is because the highly qualified staff team have a wide ranging knowledge of the Early Years Foundation Stage and how to implement this in a very successful way for each child's unique needs. Observation and assessment is sharply focused and builds from an initial assessment that fully includes parents and carers. The planning of activities is always led by children's interests and suggestions. This results in exceptionally well-planned activities that are entirely successful in identifying the next challenges for each child. Whichever activities children choose to take part in they receive a consistently high level of teaching by staff. Staff are sensitive to each child's needs and know when to get involved and when to monitor what children are doing. The nursery is highly stimulating with accessible resources that promote learning and challenge children's development and progress. The well-structured, open-ended play and learning opportunities for children ensures that they are consistently inspired and motivated in their play. There are some spaces to display children's pictures and models. However, there is

scope to enhance the opportunities to further display children's creations to show them that their efforts are highly valued. Children explore a range of textures and creative media with relish. They delight in painting and playing with sand and water and 'cooking' with mud. Craft activities and resources are freely available, enabling children to form and create their own ideas. Children's imaginative play is extremely well-promoted and encouraged with a superb range of props. For example, home play areas are exceptionally well-stocked, complete with cooked rice for children to serve up. This provides real life opportunities for children to make links with their world at home. Children have access to the outdoor learning environment at all times. They enthusiastically explore the world when they hunt for bugs and worms in the garden. They dig using tools to find worms and use magnifying glasses to look for the bugs. Staff foster children's curiosity as they use open-ended questions to encourage children's conversation and exploration. Children's learning experiences are extended further as staff direct children to non-fiction books to compare different creepy crawlies. Children learn more about the world around them as they go on outings in the local community and for walks in the adjacent wooded park. Children's appreciation of books is highly fostered. Staff engage even the youngest children when telling stories, by successfully using puppets and props to hold their attention. Older children show a real love of books and staff sit and read to them on request. They know their favourite stories and make choices based on their interests.

Staff have an exceptional understanding of providing secure foundations for children, encouraging children's social skills, independence and confidence, which promotes children's readiness for school. Children rapidly become familiar with the daily routines because staff are always supportive of them, which promotes their confidence to make choices and decisions. For example, older children independently help themselves to ceramic bowls, mugs and cutlery when they want a snack. They choose which cereal they want, serve themselves fruit and pour their own milk. When children choose to play outside they are encouraged to collect their own coats and wellington boots. Staff provide clear explanations as to why children need to wear coats in the winter as they attempt to put them on. This means that they are actively contributing to children's understanding. In the nursery class, group times with their key children enable staff to do focused activities and observations. Staff prepare extremely well for the groups and skilfully vary the tasks according to children's ages and abilities. All children are encouraged and praised for their efforts. Staff effectively promote children's progress in literacy and mathematics as they enjoy taking part in whole group sessions. For example, they bring in objects from home that relate to the letter of the week and use small 'floaty' scarves during a song to draw a number three in the air. As a result, children start to develop the skills required for the next steps in their learning and for readiness for school.

There is a strong ethos in the nursery which respects each child as an individual and which values children's efforts and interests. Staff know children very well and this knowledge is gained from discussion with parents, observation of children and interaction with them in a range of daily activities and events. Observation of children is highly effective and precisely assessed to identify what children can do, consistently and independently, in a range of everyday situations. As a result, staff plan effectively to meet children's individual needs and children make rapid progress in their development, given their starting points. Staff complete regular summary reports on children and they are shared with parents. The 'progress check at age two' for children is completed as staff

work with parents and other professionals, ensuring that any early concerns are quickly identified, so that intervention is enabled when required. Staff recognise and value parents as their child's key educator and actively encourage them to remain involved in their children's learning. For example, they encourage children to find objects at home that begin with the 'letter of the week' and bring them in to share during group time. This means that children are extremely motivated when staff bring a teddy, tiger and a tea bag out of the basket to reinforce the letter 'T'. The commitment from staff to develop children's learning across the areas of learning in conjunction with the exceptional partnerships with their parents is significant in the preparation for their eventual move onto school. Staff actively support and value the home languages of children who speak English as an additional language. They borrow dual-language books from the library to help them with pronunciation and to aid their communication with children who speak little English. They balance this with supporting all children's understanding of English, so that outstanding progress is made. Children who have special educational needs and/or disabilities have their specific needs met very well. This is because staff facilitate one-to-one support where required and they work very closely with their parents. Individual educational programmes are identified for these children in addition to their next steps and these are regularly reviewed and updated. Children benefit because their parents and other professionals who are involved with them are able to contribute to these reviews, which results in a very sensitive and consistent approach.

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

Children are keen to come into the welcoming nursery and enthusiastically explore the highly stimulating environment, both inside and outdoors. Children love to be active in all weather conditions and eagerly put on their coats, hats and wellington boots to play in the rain. Children learn to take risks within a safe environment when they use the extremely well-equipped outdoor area. Resources are extremely well-presented to ensure they are inviting rather than overwhelming. They are readily available on low-level shelving, promoting children's independence and enabling them to make their own selections. Baskets with photograph labels of their contents help children identify what is available. The management and staff teams have worked hard to create a calm, well-organised and welcoming environment. Neutral colours and natural materials have been used to enhance children's play and learning. Staff note that the refurbished surroundings have had a very positive effect on children's mood, behaviour and concentration. Rooms are exceptionally well-organised to meet children's needs and resources are easily accessible to them. For example, dedicated rooms for the toddlers offer appropriate toys and equipment, offering a quiet room, activity room and messy area.

Staff are highly skilled and sensitive in helping children of all ages to build secure emotional attachments as the key person system is vital to supporting children's well-being and in meeting their individual needs. The high staff to child ratio enables children to develop quickly in relation to their personal, social and emotional skills. Children know staff by name and freely approach them with comments and requests. Parents' involvement in their children's learning is staff's utmost priority and staff use highly skilled methods to achieve this. Staff work enthusiastically with parents to help children to settle

and innovatively help parents share what they know about their children. For example, when a child is due to start at the nursery there is a thorough induction process, which includes a home visit. As a result, children have exceptional emotional attachments with staff. They are independent and have confidence in exploring and trying out new experiences. Staff keep parents exceptionally well-informed about their children's achievements and progress. Parents have exceptional opportunities to contribute what they know about their child both on entering the nursery and on an ongoing basis to support and feed into staff's overall assessment of each child's progress. This ensures that staff have a complete picture of children's achievements both in the nursery and at home. This greatly improves the accuracy of assessment. Transitions within the nursery, as children progress from one room to the next, are managed very sensitively and according to individual children's readiness. This includes extensive sharing of information between key persons and also meeting with parents. This helps children embrace new experiences with confidence. Children are also confident to question and talk to visitors. This confidence and positive self-esteem supports them with future transitions to other settings and school. The nursery has established close links with schools children will attend, to promote consistency with regard to children's care and learning.

High priority is given to supporting children's growing understanding of how to keep themselves safe and healthy. Children have daily opportunities for fresh air, daylight and exercise in the large outdoor area, promoting a healthy lifestyle. Breakfast and snacks are offered on a flexible basis, enabling children to access them independently. Foods offered are varied, healthy and nutritious, encouraging children to make positive food choices. Parents provide their child's lunches and are encouraged and reminded to provide healthy contents in their children's lunch boxes. All children are helped to take responsibility for their personal hygiene as staff are pro-active in reminding children when to wash hands and they are positive role models during care routines. Staff use nappy changing routines to help children feel secure by talking and singing to them. The individual sleep routines of younger children are supported and they can rest when they are tired. Staff have very high expectations of what children can achieve and everyday tasks are used exceedingly well to promote children's skills and independence. For example, toddlers delight as they wash up their own plates and cups after snack. Children's behaviour throughout the nursery is exemplary. Staff are excellent role models; they have a calm but bright and enthusiastic manner and treat children with kindness and respect. They use positive strategies, such as acknowledging and rewarding good behaviour and offer clear explanations according to children's age and understanding.

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

Staff are extremely well-deployed and are highly vigilant regarding safety and security, enabling children to play freely. Safeguarding is given the highest priority. Highly comprehensive safeguarding policies and procedures are fully understood and effectively implemented to protect children. Robust checks on adults are carried out to safeguard children. Excellent recruitment procedures, which include a thorough induction and probationary period, ensure the suitability of new staff. This ensures that the welfare of

children is prioritised at all times. All staff have an exceptional understanding about what to do should they have concerns about a child. The manager is fully aware of events or incidents that are to be notified to Ofsted, in order to safeguard children. Any incidents are clearly recorded and parents and the appropriate authorities consulted and informed. There is a comprehensive range of policies and procedures that are effectively implemented by staff. The manager has recently implemented a 'policy of the week'; this further ensures that staff understand the policies exceedingly well. The nursery premises are safe and secure and thorough risk assessments are carried out to ensure that hazards to children are identified. Effective steps are taken to limit risks, so that children can play safely indoors and outside.

Leadership is inspirational. The highly dedicated and experienced leadership of the nursery is a key strength. The management team have an uncompromising commitment and drive to pursue and provide exceptional quality care and learning experiences for young children. The manager has an exceptional understanding of her responsibilities in meeting the learning and development requirements. She is passionate about her role in early years and is a very effective and positive role model for staff. A comprehensively completed Ofsted self-evaluation form highlights the nursery's strengths and achievements and identifies priorities for improvement. The manager has visited a centre of excellence and has significantly enhanced the nursery, to improve practice and benefit children. The management team plans to send all staff to experience the centre, to enable a cohesive understanding and to further enhance practice. The manager has a very accurate view of the quality of teaching. She has developed robust monitoring of staffs' practice and the regular evaluation of what children know and can do. The manager recognises the highly positive impact of staff's training and qualifications on the quality of teaching of children. The regular team meetings and the whole staff team's involvement in the planning of activities ensures that they feel fully involved and valued for their input. The competent, enthusiastic and happy staff team are highly skilled and committed to their roles. Their individual skills and competencies are recognised and effectively utilised within the nursery to benefit children. Regular supervisions and annual appraisals promote ongoing professional development. Staff are keen to improve and develop and relevant training is utilised to enhance their practice, understanding and knowledge to benefit children.

Extremely positive and trusting partnerships are established with parents and carers, which means that children are nurtured and able to flourish. The nursery manager is readily available to speak with parents to discuss particular issues or concerns with them. Regular discussions are encouraged between staff and parents to ensure children's individual needs are met. Staff also have highly effective partnerships with external agencies that are involved in children's care. This ensures that children with special educational needs and/or disabilities receive any additional support required to make very rapid progress from their starting points. This provides consistently high care and learning for all children and ensures that they are ready for the next stage of learning by the time they move on to school. Parents are actively encouraged to be involved in the nursery and their views and contributions are welcomed. A 'Parents Getting Involved' group offers parents the opportunity to offer their input. For example, parents have been actively involved in suggesting ideas and planning the new outdoor area. Parents' comments, received during the inspection, are very positive. Parents know their child's key person and find staff friendly and approachable. They are very pleased with the variety of play and

learning experiences their children enjoy and comment on the excellent progress they are making.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463846
Local authority	Suffolk
Inspection number	931062
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	61
Name of provider	Bows and Arrows
Date of previous inspection	not applicable
Telephone number	01473725454

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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