

Little Learners

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

Inspection date	17/12/2013
Previous inspection date	16/10/2013

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, settled and develop strong emotional attachments to staff. Children have good friendships with each other.
- Staff demonstrate secure relationships with parents. They are actively encouraged to share what they know about their child and are kept informed about their child's achievements and progress.
- Children's communication and language skills are promoted well. As a result, they are becoming confident communicators.

It is not yet good because

- Children's safety is not guaranteed because the external gate is broken, meaning that it is possible for unauthorised persons to access the garden and for children to leave unsupervised.
- The observation and assessment of children's learning is not consistently used to identify their individual stages of learning and development. Therefore, staff are not always aware of what they need to do to fully support children's progress.
- Activities and routines do not always meet the individual needs of children or ensure that they are actively engaged. This occasionally results in challenging behaviour that is not always consistently managed.

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 observed activities in the main playroom and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- 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 pre-school owner/manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at the provider's improvement plan.

Inspector

Jacqueline Mason

Full report

Information about the setting

Little Learners was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It operates from the Sports Pavilion in the village of Kennett, Cambridgeshire. There is a fully enclosed area available for outdoor play. The pre-school is privately owned and managed. It serves the local area and is accessible to all children.

The pre-school employs four members of childcare staff, of these; two hold appropriate early years qualifications at least level 3. The owner of the pre-school also works as the manager. The pre-school opens from Monday to Friday during school term time. Sessions are from 9.15am until 1.15pm. Children attend for a variety of sessions. There are currently 21 children on roll, all of whom are in the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve how the information from observations of children's learning is used, to ensure that staff recognise children's progress and understand how to plan for the next steps in their learning
- ensure activities meet the interests and stage of development of each child and that children are engaged and fully focused during all activities, in order to maximise their learning potential
- promote consistent strategies to manage challenging behaviour, so that children know what is expected of them
- ensure consistent steps are taken to maintain the security of the premises, with particular regard to ensuring that the gate is secure so that intruders are not able to access the premises and children are not able to leave unsupervised.

Inspection judgements

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

Staff gather useful information from parents when children first attend the pre-school, through discussion with the key person and encouraging them to complete an all about me booklet. This gives staff information about children's likes, dislikes and interests and

provides a useful starting point from which to plan activities based around children's interests. Parents are encouraged to remain involved in their children's learning, both in the pre-school and at home. They have regular opportunities to review and contribute to, written records of their children's learning. Staff are aware of the importance of carrying out the progress check at age two. They carry out these checks and share their findings with parents.

Staff observe children as they play and record these observations. However, they do not consistently evaluate what they see, to accurately identify what they need to do to plan children's next steps and move them on in their learning. This means that the individual needs of all children are not always met. Despite this, staff do ensure that planning takes into account children's interests and the quality of teaching is sound. As a result, children generally enjoy the activities provided. However, some children do not become fully engaged at times and are not always sufficiently drawn into activities by staff, resulting in occasional behaviour issues. Overall, children's progress ensures that they have the key skills needed for the next steps in their learning. Staff recognise children's need to play independently but are on hand to support and intervene where needed. Staff become actively engaged in children's play and implement adult-led activities that usually have clear learning intentions.

Children enjoy stories and books. They stand around adults as they read stories to small groups of children, listening attentively. When the story is finished children look at the books independently, retelling the story using the illustrations as a prompt. Older children understand that print carries meaning and are beginning to recognise their name when it is written. Children attempt to write the letters of their name and staff provide opportunities for children to make marks with materials other than pencils and crayons. For example, they provide cornflour in the 'builder's tray' outdoors where children enjoy writing the letters of their name before covering them over and starting again. Children enjoy exploring media and texture and have access to a varied range of art and craft activities, including paint, glue and collage materials.

Staff help children learn to count by introducing counting into every day routine situations. For example, they count the number of children in the line waiting to go outside and children take turns to count alongside the adult. Staff pay good attention to developing children's communication and language skills, chatting to them about what they are doing and asking questions to challenge their thinking. As a result, children are confident communicators who talk readily to others and understand the need to take turns in conversation. Staff use simple sentences with children who have English as an additional language, promoting the use of English as they play. Staff also learn and use key words in children's home languages, to aid communication with both children and their families.

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

A warm and welcoming environment is provided, in which children are happy and confident to express themselves. Parents develop positive relationships with staff because a key person system has been established, providing each child with a named person who

takes responsibility for their day-to-day care needs and builds partnerships with parents. This ensures children's physical and emotional well-being and their self-esteem is suitably promoted. Children settle quickly into the pre-school and develop emotional attachments to their key person and other staff.

Older children readily seek out adults and children to share play experiences. They develop good friendships with other children, which promotes their personal, social and emotional development. Children generally behave well and know what is expected of them. However, some activities and routines do not always ensure that all children are purposefully occupied or engaged in what is happening. As a result, some children occasionally display unwanted behaviour that is not always managed consistently by staff to help them understand why their behaviour is unacceptable. Despite this, positive behaviour is valued and praised by staff. Children and staff practice the emergency evacuation procedure regularly, helping to ensure that everyone knows what to do in an emergency to keep themselves safe.

Children are helped to develop the necessary skills which helps them embrace new experiences with confidence. The playroom space is planned to promote children's independence and confidence. Toys and resources are stored suitably, to enable children to choose what they want to play with. Children benefit from a varied range of play materials to support their learning and development. Outdoor play is timetabled to ensure all children have daily opportunities to be outside, promoting their good health. Their awareness of the benefits of a healthy lifestyle are further supported through the provision of healthy snacks, including fruit and a carbohydrate each day. Children choose what fruit they want and some children are encouraged to pour their own milk. Parents provide packed lunches for those children who stay for the lunchtime session.

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

Management and staff understand their responsibilities to meet the requirements of the Early Years Foundation Stage. All necessary documentation is in place. The new manager is committed to the continuous improvement of the pre-school. She is aware of the pre-school's strengths and areas for development and acts on advice from other professionals, such as the support workers from the local authority. An action plan for improvement is in place. This is challenging but achievable and is reviewed regularly to monitor its impact on children's achievements. This inspection was brought forward following a number of concerns raised with Ofsted. The inspection found that, although the pre-school is meeting most of the requirements for the Early Years Foundation Stage, there are some areas which require improvement. Following a previous inspection, staff were asked to increase the consistency and rigorousness of assessments to create further individualised learning opportunities based more accurately on children's learning needs. However, due to the short time scales involved between the previous and current inspection, this has not yet been fully addressed and remains an area for improvement. In addition, staff do not always plan to ensure that children are always actively engaged in activities and routines and this sometimes leads to unwanted behaviour that is not consistently managed. Risk

assessments are carried out to ensure that children are able to play safely indoors. The premises are clean and hygienic. Toys and equipment are age-appropriate and fit for purpose. However, the gate to the pre-school garden is broken and difficult to lock. This means that there is the potential for children to leave the premises unsupervised or for unauthorised persons to enter the pre-school garden and action to address this has not been swift enough. Nevertheless, there is good visibility from the garden to the surrounding fields, to enable staff to identify any risks to children and take evasive action.

Management and staff understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years foundation Stage. There is a robust child protection policy in place that is in line with the Local Safeguarding Children Board guidelines. Staff are aware of the signs and symptoms of abuse and know how to report concerns. All staff have an enhanced disclosure check in place. Regular volunteers also undertake suitability checks. Anyone who has not completed checks is supervised at all times and never left alone with children. A system of appraisal and supervision has been implemented, to identify staff training needs and tackle underperformance. As a result, staff are supported in their work and are able to talk about issues and ideas for the development of the pre-school.

Pre-school staff demonstrate positive partnerships with parents. Staff are committed to working together with parents to ensure continuity of care for their children. Information is shared with them and each child has a daily diary in which staff record information about what children have eaten and the activities they have engaged in. Staff share information with parents about any accidents that may have occurred to their children and accident records are maintained. Good information about parenting skills, including healthy eating and reading to children, are displayed on noticeboards in the reception area. This offers informal advice and guidance to parents about providing healthy packed lunches and the importance of reading with their children. A record of complaints is maintained and shared with parents on request. The pre-school manager also works as a childminder and cares for a number of the pre-school children when the setting is closed. This promotes continuity of care for the children. It also helps to ensure that any concerns about children's well-being, learning or development can be quickly identified and managed to help them make the best possible progress that they can, given their starting points. Children are transported in her car, with written parental permission and she ensures that they are supervised at all times'. There are no children on roll who attend any setting other than the pre-school and the manager's childminding service, although staff are aware of building secure relationships with the others involved in children's care when relevant.

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	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	EY393654
Local authority	Cambridgeshire
Inspection number	945902
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	16/10/2013
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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