

Little Learners

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

Inspection date	10/09/2014
Previous inspection date	17/12/2013

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		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

- Staff have high expectations of children and provide well-planned challenges which effectively promote their progress across the seven areas of learning.
- Partnerships with parents and other professionals are successful and ensure children get the support and continuity of care and learning they need.
- All staff have a good understanding of their responsibility to protect children from harm. Robust procedures are implemented, in relation to staff recruitment and safeguarding children, to make sure they remain protected from harm and unsuitable adults.
- The provider, manager and staff are diligent in monitoring and reflecting on their practice. This makes sure that the pre-school continues to deliver very good learning and development opportunities for children, as well as effectively meeting user needs.

It is not yet outstanding because

- There is room to enrich outdoor learning opportunities for children, by extending numeric activities so that children can continue to explore and practise these emerging skills in various contexts.
- There is scope to expand children's knowledge in relation to everyday information and communication technology and the various purposes for which it can be used.

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 spoke with the provider, manager, staff, children and parents at appropriate times throughout the inspection.
- The inspector reviewed documentation and carried out joint discussions with the manager in relation to making observations of the children's play, learning and progress.
- The inspector observed activities in all areas used by the children, both inside and outside.
- The inspector looked at a selection of policies, procedures, training records and relevant documentation, including safeguarding records and suitability checks for all members of staff.

Inspector

Lynn Clements

Full report

Information about the setting

Little Learners was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the village of Kennett, Cambridgeshire and is privately owned and managed. The pre-school serves the local area and is accessible to all children. It operates from the Sports Pavilion and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff, two of whom hold appropriate early years qualifications at level 3. The owner also works as the manager. The pre-school opens Monday to Friday, during school term time. Sessions are from 9.15am until 1.15pm. Children attend for a variety of sessions. The pre-school also offer a holiday club depending on demand. There are currently 11 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-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- make the most of opportunities for children to explore maths in the outdoor learning environment, enabling them to enhance their emerging mathematical understanding and skills
- enhance support for children's emerging investigation skills by extending the provision of technology, enabling children to broaden their understanding of how it can be used for different purposes.

Inspection judgements

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

Staff have a clear knowledge and understanding about how young children learn. They organise purposeful activities which support children's acquisition of knowledge and skills. This enables the children to acquire and embed the attitudes and dispositions they need to be ready for school or their next stage of learning. Staff use assessment for learning well. They fully understand the importance of making pertinent observations of the children, to identify what they know and can do. Staff then use this information effectively to assess the progress the children are making towards the early learning goals.

The overall quality of teaching is good. Staff are sensitive to the individual learning needs of each child in the pre-school. Prior to placement, staff work with parents and carers in order to ascertain their child's starting points. Staff also make their own assessments, taking the information received from parents and carers into account. Initial starting points

are reviewed, which then enables staff to plot the progress each child makes over time. Regular, ongoing assessments, such as the progress checks for children aged between two and three years, provide appropriate focus for staff, parents and carers to review what is being achieved and whether there are any gaps in learning. As a result, staff work proactively with families and are able to take action to address any shortfalls in learning and development through targeted support. Where concerns are more complicated, staff access support from the local authority special educational needs coordinator. Partnership working in this way helps to support good progress for all groups of children.

Staff make sure that activities are adapted in order to meet the different abilities across the age groups. As a result, all children across the pre-school are well supported in making good progress. Children's backgrounds are well reflected within the setting. Parents and carers are encouraged to share their skills and spend time in the pre-school, enabling the children to learn through first-hand experiences, as they investigate artefacts or taste foods from different countries. There are positive procedures in place to make sure that children who speak English as an additional language can settle easily into the pre-school. This is because staff take the time to display key words and instigate pictorial clues, which help children to settle as their initial communication requirements are met. Children are competent communicators. They enjoy chatting with staff and visitors. Staff support language for communication well. All children enjoy the time to listen and think about what they want to say. Staff are careful not to rush children and they use clear open questioning which actively encourages children to respond. However, while children enjoy opportunities to explore mathematical concepts inside, for example, simple addition and subtraction while playing games, there is room to enhance mathematical learning outside, to complement those experiences the children enjoy while playing inside. Staff provide plenty of mark-making opportunities throughout the setting, both inside and out. As a result, the children develop their fine manipulative skills well. Opportunities for the children to explore information and communication technology in depth are hampered by a lack of access to a wide range of media. This impacts on their abilities to explore and discover the uses for a wider range of technology. Children clearly enjoy using their imagination, as they join in a make-believe 'bear hunt' in the garden. Staff bring learning to life, encouraging children to interact and have fun.

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

Staff in the pre-school are confident and experienced in helping children to settle quickly and feel at home. They pay attention to children, listening and supporting them with positive reinforcement, raising the children's self-esteem and self-motivation. Staff clearly understand that supporting children's well-being helps to prepare them emotionally for the next stages in their learning. A key-person system is used, providing both children and their families with a personal point of contact, with the aim of encouraging them to integrate smoothly into the pre-school. Staff present positive role models to the children with regard to caring for others. As a consequence, older children take younger ones under their wing, helping them to learn about taking turns to wash hands or pour drinks at snack time.

Prior to starting in the pre-school, parents and carers share information relating

specifically to their child's care requirements. This means that the staff can plan in advance how to effectively meet needs, such as dietary, medical or religious preferences. Consequently, children's health is well promoted. Children across the pre-school learn to recognise risks and keep themselves safe. For example, as they play, they talk about adding milk to their make-believe cups of coffee and tea so they are not too hot. Staff organise the pre-school well. They pay particular attention to working as a team in order to provide consistent messages and guidelines for children about what is acceptable behaviour. Children respond well, demonstrating their good manners and how quick they are to use their listening ears or walking feet. This attention to detail impacts positively on children, staff and visitors as they enjoy a calm and safe environment together.

The good organisation of the pre-school, both inside and outside, provides children with a wide range of interesting learning opportunities which support progress towards the early learning goals. Deployment of staff makes sure that children receive the support they need when engaging in more complicated and challenging learning experiences. The staff also pay attention to providing very good child-height storage and furniture, which enables the children to make their own choices and selections, but also allows them to play in safety and comfort.

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

The provider, manager and staff clearly understand their roles and responsibilities with regard to safeguarding children and child protection. Staff undertake regular training and are up to date with the processes to follow, should they have a concern about a child in their care. Clear procedures are in place with regard to safeguarding children. No mobile phones are permitted in the classroom and strict rules are in place, and actively monitored, in relation to the photographing of children in the pre-school. First-aid training is in place and currently all members of staff have completed paediatric first-aid courses. The manager also takes time to make sure that first aiders are able to respond quickly to any incident. As a consequence, children are protected from harm. Staff risk assess the space, equipment and furniture used by the children, providing a child-friendly, suitable environment which is safe and secure. Since the last inspection, the provider, manager and staff have spent time developing their assessment for learning procedures. This has ensured that planned activities meet the interests and stage of development of each child. Consequently, children are engaged and fully focused in their play, in order to maximise their learning potential. Staff now promote consistent strategies to manage challenging behaviour, and as a result, the children know what is expected of them. In addition, reliable steps are taken to maintain the security of the premises, ensuring that intruders are not able to access the premises and children are not able to leave unsupervised.

Attention to ongoing training is very good. All staff hold relevant qualifications and continue their professional development. In addition to completing legislative training, staff also enjoy undertaking training events relating to particular interests, helping them to develop their own skills and knowledge base, in order to extend and enhance the learning opportunities they provide for the children. The provider and manager monitor staff performance, making sure that staff continue to work competently and effectively with the

children. Self-evaluation is undertaken and the provider makes sure that contributions from the staff, parents and carers are all taken into account. In addition, a child committee has also evolved, providing monthly opportunities for the children to take turns in meeting with members of staff and helping to choose toys and resources, or plan activities which interest them. The provider and manager use information gleaned from these meetings to help evaluate opinions and develop a clear overview of the pre-school, in order to plan future improvements and ensure sustainability over time.

The provider, staff and manager are competent at positively promoting partnerships with external agencies and services, and securing appropriate interventions where necessary. This ensures that children are supported well. Staff foster positive interaction and partnerships with parents and carers. They encourage participation within the pre-school, as well as sharing records and information relating to the achievements their children make at home. Parents and carers talk confidently about the pre-school. Parents and carers find the provider, manager and staff very approachable and highly informative with regard to child development. Parents and carers talk knowledgeably about the early learning goals and enjoy being involved with regular progress checks. They say they would highly recommend the pre-school to other families and state that their children make good progress across all areas of learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962863
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	12
Number of children on roll	11
Name of provider	Little Learners Partnership
Date of previous inspection	17/12/2013
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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