

Little People's Learning Academy

10-12 Wakeman Street, Worcester, WR3 8BQ



Inspection date

7 January 2016

Previous inspection date

12 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 manager and staff plan and organise rewarding activities which reflect children's differing needs, abilities and interests. Babies and children eagerly join in and enjoy learning. The manager and staff are enthusiastic and encouraging, ensuring learning is fun, appropriately challenging and that children remain involved and persevere.
- Babies and children are happy and settled. They readily express their views, make choices and confidently explore in the comfortable, child-friendly surroundings. The kind, attentive manager and staff conscientiously follow up babies' and children's care, health and dietary needs to ensure every child is nurtured and thrives.
- Parents speak highly of the manager and staff and the quality of the nursery's provision. Parents comment on how they and their children appreciate the warm welcome, home-from-home atmosphere and the way the manager and staff care for and support them all.
- The manager and staff are well qualified, knowledgeable and work effectively together to ensure their teaching and care are good. They skilfully ensure babies and children are effectively supervised and kept safe, sessions are fun and rewarding and that care routines are well managed.

It is not yet outstanding because:

- The manager and staff are proactive and creative in their efforts to involve parents in their children's learning and development. However, they are not always successful in making sure that all parents are aware of the purpose of some activities and have a clear understanding of the plans for their children's future learning.

What the setting needs to do to improve further

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

- develop more effective ways of communicating with parents about the purpose of activities and the plans for their children's future learning.

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 of an activity with the provider, who is also the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She spoke to staff and children during the inspection.
- The inspector looked at relevant documentation, such as the nursery's plans for improvement and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents provided through written feedback, as well as those spoken to on the day of inspection.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff effectively monitor and evaluate all aspects of the nursery's provision. They successfully make improvements, taking account of parents' and children's views. They have consolidated assessment and planning, reorganised the baby room and continue to find different ways to support parents and involve them in their children's learning. Robust recruitment, staff performance and development procedures ensure staff are skilled and confident about their work with babies, children and families. Parents appreciate regular feedback about their children's routines and activities and the staff's guidance regarding aspects of their children's care, behaviour and development. Arrangements for safeguarding are effective. All staff, including those with lead responsibility for safeguarding, attend regular training. They have a sound knowledge of signs of abuse, neglect and other risks to children and take prompt action if they have concerns about a child.

Quality of teaching, learning and assessment is good

Staff have a sound knowledge of babies' and children's learning and development needs as a result of their accurate assessments and discussions with parents. Staff confidently plan for children's next steps for learning. Most parents are well informed about these but some are unsure about the purpose of activities or their children's current learning priorities. Babies and children relish the rich and varied activities. Babies are absorbed by exploratory play, busily investigating different textures. Older children listen intently to well-told stories. They make lively suggestions about the plot in response to the staff's good questions and amusing comments. Staff skilfully challenge children's thinking and build on their skills. For example, toddlers and pre-school children carefully count the decreasing number of figures featured in a special number rhyme. They help each other to count accurately and talk about how the numbers are getting smaller.

Personal development, behaviour and welfare are good

Babies and children are confident and well behaved. Staff give them clear guidance about what is happening next and what is expected of them. The manager and staff sensitively respond to children's reactions and changes in mood to calmly reassure and comfort them. Babies and children get on well, play cooperatively and enjoy each other's company, for instance, during social mealtimes. Children learn to respect the needs, backgrounds and customs of others through taking part in different celebrations and visits, for example, to a local residential home. Babies and children gain a good understanding of how to be healthy and keep safe. They relish being active and outdoors, eat healthily and are helped to independently see to their own personal care needs. Babies and children are taught about road and fire safety and how to safely use tools, utensils and apparatus.

Outcomes for children are good

Babies and children make good progress in relation to their starting points, including children who receive funding. Children are well prepared for their future learning at nursery and elsewhere, including starting school. Babies and children are keen, expressive and resourceful learners who try hard and want to do well.

Setting details

Unique reference number	EY371898
Local authority	Worcestershire
Inspection number	1028805
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	30
Number of children on roll	48
Name of provider	Gillian Sheila Adshead
Date of previous inspection	12 July 2013
Telephone number	01905 330 144

Little People's Learning Academy was registered in 2008. The nursery employs 11 members of childcare staff. Of these, two staff hold early years qualifications at level 5 and eight staff hold appropriate qualifications at level 2 or 3. The nursery opens all year round from Monday to Friday, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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