

Little People's Learning Academy

10-12 Wakeman Street, Worcester, WR3 8BQ



Inspection date

15 May 2018

Previous inspection date

9 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 place a strong focus on working with children and their families, and provide good support and guidance to parents. They quickly identify any children who need additional support and work closely with parents to support their learning, welfare and emotional well-being.
- The quality of teaching is good and staff make learning enjoyable. Staff place a strong focus on increasing the children's interest in books and stories through using a creative range of visual aids to capture their imagination.
- Staff know their assigned key children very well and prioritise supporting their emotional well-being. They provide a relaxed approach, and children enjoy the routine and increase their independence well.
- Staff provide good targeted support for those children who need it most. For example, those children who have special educational needs (SEN) and/or disabilities are monitored closely to keep them safe and to help them engage during the session.

It is not yet outstanding because:

- The manager does not use highly effective monitoring systems to help her evaluate and raise the quality of teaching and learning experiences to an exceptional level.
- Staff do not make the very best possible use of the information gained from children's assessments to help plan highly challenging activities, in particular, in some aspects of their early mathematical development.

What the setting needs to do to improve further

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

- use highly effective monitoring systems to help evaluate the impact of staff practice and use of available resources, to raise the quality of teaching and learning experiences to an exceptional level
- use the information gathered from children's assessments to help plan very precisely to help children make the very best possible progress, in particular, in exploring mathematical concepts, such as grouping, quantities and weights.

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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with children and staff at the nursery during the inspection.
- The inspector took account of the views of parents.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

Good progress has been made since the last inspection and there is a clear action plan in place to help develop the service even further. Arrangements for safeguarding are effective. All staff and managers are trained in child protection and wider safeguarding issues, and know the procedure to follow if they have any such concerns. There is robust recruitment, vetting and induction system in place to ensure staff are suitable to work with children. The nursery is safe and clean and staff carry out daily checks to ensure the environment is suitable. Parents report high levels of satisfaction about the service they receive and they value the support systems in place. They are particularly impressed by the new system introduced to help share their children's progress and development.

Quality of teaching, learning and assessment is good

Staff plan well around children's interests and use an interesting range of topics to provide a broad range of experiences to capture children's curiosity. Staff use the natural world as a good base to help children learn. For example, children learn about animals, how they live and why some hibernate. Staff plan activities with a clear learning intention. For example, children thoroughly enjoy breaking the ice with hammers to find the numbers that are frozen inside. Staff use this well to reinforce counting and number recognition. Staff plan whole-group sessions well, such as to help children follow instruction and increase their listening and attention skills. For example, staff encourage the pre-school children to work together as they use the large parachute to bounce various toy animals and reinforce words, such as 'under', 'middle' and 'side'.

Personal development, behaviour and welfare are good

Staff in the baby room are attentive and meet the babies' individual care and sleep needs well. They regularly hold, rock and reassure the babies, and engage them in touch and tickle games. Staff provide ample opportunities for children, including babies, to be physical both, indoors and outdoors. For example, staff ensure the youngest babies have time to sit, crawl, roll and walk. The preschool children quickly notice how their bodies change after a physical activity session. They talk about their heart rate getting faster and know exercise is good for their bodies. Staff teach children about the importance of keeping safe. For example, some of the parents who work in the emergency services are invited to talk to the children about their role and how to keep safe. Staff help children to develop a sense of belonging. For example, babies delight in looking at their own and their families' photos on the board.

Outcomes for children are good

All children make good progress from their starting points and are well prepared for school. Children show a real interest in learning and thoroughly enjoy group activities, including story sessions, and are keen to act out stories. Children show an interest in linking letters of the alphabet to the sounds they make. The most able children draw recognisable figures, and can write their names and enjoy making marks as they play. Children enjoy their interactions with staff and often involve them in their imaginary games. All children, including babies, are happy and have close relationships with staff.

Setting details

Unique reference number	EY371898
Local authority	Worcestershire
Inspection number	1122490
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 - 5
Total number of places	35
Number of children on roll	41
Name of registered person	Gillian Sheila Adshead
Registered person unique reference number	RP514124
Date of previous inspection	9 January 2018
Telephone number	01905 330 144

Little People's Learning Academy registered in 2008. It is located in Worcester. The nursery employs eight members of childcare staff. Of these, one holds an early years qualification at level 6, two hold a qualification at level 5, three hold a qualification at level 3, one holds a qualification at level 2 and one is unqualified. The nursery opens from Monday to Friday throughout the year, except for bank holidays and a week at Christmas. Sessions are from 7am to 6pm.

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