

Little Learners Nursery

Total Fitness, Prenton Way, North Cheshire Trading Estate, PRENTON, Merseyside, CH43 3DU



Inspection date

8 December 2016

Previous inspection date

29 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Leaders and managers are committed to, and passionate about, providing at least good quality care and education for children and have high expectations of staff. They reflect on their practice and have a clear understanding of the strengths and weaknesses of the setting, overall.
- Well-qualified staff act as good role models. Staff in the toddler room are particularly skilled in supporting good behaviour. Even very young children are learning to show care and compassion towards each other.
- Partnerships with parents and other professionals supporting children are strong. Staff keep parents well informed about their children's development. Parents speak very highly of the nursery and value the support given to children's ongoing care and learning.
- Overall, the quality of teaching is good. Staff working with older children use their qualifications, knowledge and skills particularly well. They plan purposeful, exciting activities that reflect children's stage of development and interests.
- Staff working in the baby room provide high levels of care and emotional support. Babies are happy, settled and show a real sense of belonging.

It is not yet outstanding because:

- The professional development of staff working with younger children is not yet strongly embedded enough to consistently raise the quality of staff practice to an outstanding level.
- Activities planned for children between the ages of one and two years can, on occasions, be too difficult for some children and they quickly lose interest.

What the setting needs to do to improve further

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

- embed the current programme of continuous professional development further and ensure all staff, particularly those working with younger children, consistently extend their knowledge and skills to an outstanding level
- support staff to consistently plan activities for children between the ages of one and two years that provide appropriate levels of challenge that maintain their interest and motivation.

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 with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

Inspector

Rachel Deputy

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend regular safeguarding training and have a good understanding of child protection issues. Robust risk assessments are in place and all areas of the nursery are safe and secure. Staff supervision and appraisals are in place and training is sought to improve staff practice, generally. Many staff are trained in paediatric first aid. This enables them to respond effectively in the event of an emergency. The manager monitors children's progress over time. She makes good use of this information to develop the nursery's self-evaluation and inform the action planning processes.

Quality of teaching, learning and assessment is good

Overall, staff use observations and assessments of children's learning well to identify and plan for what they need to learn next. Most children are engaged and interested in their play. For example, in the toddler room they delight in scooping up ice and talk to staff about why it is melting. These types of activities help children to understand the natural world and develop their dexterity ready for early writing. Staff support children as they sensitively introduce numbers, colours and shapes as they play, contributing to their understanding of mathematics. In the baby room, children enjoy a wide range of sensory play opportunities and confidently explore their surroundings. This helps develop their physical skills. Pre-school staff support and enthuse children very well. Children listen intently to a visiting vet and eagerly explore the equipment he has brought to show them. They are highly motivated in their learning and work together very well as they use a blanket to carry their stuffed toy to the vet for treatment.

Personal development, behaviour and welfare are good

The well established key-person system contributes to children's self-confidence and their feelings of being safe. Children are keen to invite staff to join them in their play and show a strong sense of belonging. Children enjoy daily exercise and outdoor play and this helps support their physical well-being. Mealtimes are positive learning experiences. Staff encourage children to be independent and they talk to them about healthy foods as they eat. Sensitive arrangements are in place to ensure that children make a smooth transition when they move on to further learning. Information regarding children's care needs is obtained from parents and used well by staff. Staff make effective use of opportunities to celebrate diversity. They reflect children's individuality and cultures within their practice.

Outcomes for children are good

Children are confident and motivated learners. Their language and literacy skills are promoted well. Children demonstrate a keen interest in storybooks and develop new vocabulary rapidly. For example, pre-school children correctly name items, such as stethoscopes. Younger children recognise the covers of their favourite storybooks and join in with repeated refrains. Overall, children, including those in receipt of additional funding, are well prepared for their next stages in development and acquire the skills they need for future learning.

Setting details

Unique reference number	EY448921
Local authority	Wirral
Inspection number	1079061
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	53
Number of children on roll	163
Name of registered person	Little Learners Nursery School Ltd
Registered person unique reference number	RP902342
Date of previous inspection	29 January 2013
Telephone number	01516094631

Little Learners Nursery was registered in 2012. The nursery employs 24 members of childcare staff. Of these, 14 hold appropriate early years qualifications at both level 3 and 4. Three members of staff hold qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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