

# Little Learners Nursery Centre Ltd.

Stags Way, Scorton, Richmond, North Yorkshire, DL10 6HB



## Inspection date

16 November 2016

Previous inspection date

21 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is inspirational. Staff are highly skilled and responsive to child's learning needs. They ensure each child has the opportunity to achieve their maximum potential, including those who have special educational needs and disabilities.
- Staff have developed highly effective partnerships with other professionals involved with children. This includes teachers, nursery staff and physiotherapists. They actively promote continuity of care and learning for children.
- Babies and children have developed extremely secure bonds with staff. This helps them to feel safe and explore their environment with interest. Staff are highly sensitive and responsive to promoting children's emotional well-being.
- Children thoroughly enjoy exploring the highly stimulating environments indoors and outdoors. Staff prepare them extremely well and this captures children's interests. Children show high levels of involvement in all experiences.
- Leaders, managers and the whole staff team work exceptionally hard to continuously develop ways to engage with all parents. This helps them to find out about children's lifestyle and how they can support parents to help children learn at home.
- Leaders and managers gather as much information as they can in order to reflect on how well the setting meets the needs of the families who attend. They actively seek the views of children, parents, staff and the local authority to maintain excellent standards.
- Leaders, managers and the entire staff team are passionate, committed and dedicated to helping children achieve the best possible outcomes. They have an exceptional knowledge of the early years foundation stage and a deep understanding of how children learn.

## What the setting needs to do to improve further

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

- continue to develop the ways to evaluate and reflect on the impact of staff's practice for children.

### 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 joint observations with the deputy managers and discussed these 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, children's paper and online learning files and evidence of the suitability of staff working in the nursery.
- The inspector obtained written feedback and spoke to a group of parents and during the inspection and took account of their views.

### Inspector

Michelle Lorains

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Staff are highly qualified to work with children and regularly access specific training. For example, staff attended training which helps them to sharply focus their teaching in particular areas for children. The team has developed highly effective ways to monitor the progress children make. This includes the different groups of children within the setting. Leaders regularly reflect on the impact of staff's practice for children. They are currently considering ways to enhance this to enable staff to reflect even more deeply on each other's practice. Safeguarding is effective. The manager and child protection officers ensure all staff are trained and highly vigilant to raise concerns about children's welfare. There are robust risk assessments in place and the setting receives support from safety professionals.

### **Quality of teaching, learning and assessment is outstanding**

All staff make high-quality observations of children's self-chosen and adult-initiated learning. They use the information effectively to form plans that meet children's needs. Staff work with parents and other professionals to make precise assessments of children's progress. Staff ensure children have access to a range of exciting, stimulating activities. Older children are engrossed in their experiments and talk excitedly about what might happen to the paint as they mix colours on carefully prepared ice blocks. Staff skilfully ask questions to extend children's language and understanding of melting as they observe the ice changing in the warmth. Staff who work with babies and the youngest children sharply focus on developing their language and physical skills. Children thoroughly enjoy sensory experiences using foam and babies explore the tactile wall as they start to take steps.

### **Personal development, behaviour and welfare are outstanding**

Staff are excellent role models for children. They teach them about other people in the world and actively promote positive behaviour. For example, older children display high levels of self-esteem and respect. The younger children show astonishing amounts of encouragement for their peers as they make progress towards their personal goals. Parents are keen to leave feedback to show how their children have thrived and develop confidence in their own abilities. Staff ensure children are emotionally well prepared for the next stages in their development. For example, key people attend visits with them to avoid any distress. Children have an understanding of how to be healthy and hygienic. They take an active part in their own self-care and are encouraged to manage their own personal needs. Staff use the outdoor environments exceptionally well. Children thoroughly enjoy the fresh air and learn how to keep themselves safe as they practice crossing the play area used as a road.

### **Outcomes for children are outstanding**

All children make substantial progress in relation to their starting points, including children who have special educational needs and disabilities. Assessments reflect outstanding achievement across all areas of learning and any gaps are closing rapidly. Children are highly motivated to participate in every experience and demonstrate the highest levels of curiosity and imagination.

## Setting details

<b>Unique reference number</b>	400087
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1060901
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	82
<b>Number of children on roll</b>	144
<b>Name of registered person</b>	Little Learners Nursery Centre Limited
<b>Registered person unique reference number</b>	RP518632
<b>Date of previous inspection</b>	21 August 2013
<b>Telephone number</b>	01748 812559

Little Learners Nursery Centre Ltd. was registered in 1998. The nursery employs 23 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3, one staff member with level 5 and another with a relevant childcare degree. The nursery opens from Monday to Friday all year round, except for bank holidays and one week during Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Children who have special educational needs and disabilities attend.

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.

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