

# Little Learners Nursery School

Inspection report for early years provision

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**Unique reference number** EY359229  
**Inspection date** 14/01/2009  
**Inspector** Clare Johnson

**Setting address** The Old Manse, 14 Lumley Avenue, SKEGNESS,  
Lincolnshire, PE25 2AP

**Telephone number** 01754 769695

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Little Learners Nursery School has been registered since 2008 and operates from a converted premises in Skegness, Lincolnshire. The nursery is accessible as there are ramps to the doors and a lift has been installed. There are two rooms on the ground floor for children aged two to four years and a further two rooms on the first floor for children aged birth to two years with a separate sleep room. There are toilet and nappy changing facilities on both levels. There is a kitchen, staff area and disabled toilet facilities on the third floor. The nursery is open each weekday from 08.00 to 18.00 including bank holidays, and will additionally provide a Saturday service from 09.00 until 16.00 during the summer season where there is demand. The nursery is closed during the Christmas period. All children share access to a secure enclosed outdoor play area to the rear of the property. The nursery serves Skegness and the surrounding areas.

The nursery is registered to care for a maximum of 53 children from birth to eight years at any one time and there are currently 98 children on roll. The nursery receives funding for nursery education and there are currently 32 children in receipt of this funding. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are children currently attending that have learning difficulties and/or disabilities and for whom English is an additional language. The nursery keep tropical fish and a guinea pig as pets. The nursery employs 13 staff, all of whom hold a minimum National Vocational Qualification (NVQ) Level 3 in child care. Two of the staff have degree level qualifications and one is working towards her degree. There are three members of relief staff, all of whom hold NVQ Level 3 qualifications. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Little Learners Nursery School is outstanding. The nursery is meeting the needs of children in the Early Years Foundation Stage (EYFS) to a high standard. Children are making good progress in their learning and development and their welfare is promoted exceptionally well. All children are valued as individuals and the staff devote themselves to ensuring no child is disadvantaged. The nursery work well in partnership with parents and carers as well as the local authority to promote good outcomes for children. The systems in place for self-evaluation are highly effective in identifying areas for improvement.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop links with local providers of the EYFS further to support children during transition periods and to share their assessment records with particular reference to developing the relationships between the setting and

- local schools
- develop further opportunities for all children to access outdoor play on a daily basis and for them to experience their local community with particular reference to children under two years.

## **The leadership and management of the early years provision**

The nursery is organised very well. The manager and staff work well together as a team and have very high aspirations for the quality of care and education offered. They are continually striving for improvement. Records, policies and procedures are maintained to a high standard and enhance the quality of the provision. Staff are well qualified and the manager has a commitment to on going training to support their professional development. In house training is regularly organised where staff can benefit from learning together and gaining knowledge from experienced childcare professionals. Visits are made to other high quality settings so that practice can be shared and this has been of benefit to the nursery. Staff are deployed very effectively around the nursery to meet children's needs. There is an excellent range of resources available to the children and they are displayed well. The environment is homely, bright and inviting. Children's pictures and photographs adorn the walls and professional shots have been put onto canvas to decorate the entrance area. Thorough risk assessments have been completed and they ensure the environment is free from hazards. Staff are extremely vigilant about supervising the children and this contributes further to their safety.

The manager and staff are constantly reflecting on their practice. They have many ideas for improvement and have already achieved a great deal in the first year of operation. They are very good at recognising any areas for improvement and working with the local authority and external agencies with expertise in child care to support them to implement any changes. The manager is pro-active in researching innovative ideas, such as, 'forest schools' and has adapted the idea to work in the nursery's location and has introduced a 'beach school' for the pre school children. Initial response to this has been very positive and a location to implement the 'forest school' is currently being researched. The nursery work well in partnership with parents and carers. They have regard to their wishes and give them good information about the nursery. Parents discuss their child's care and education with the staff everyday. Children under three years also have a book that they take home each day with information about what they have done and their care, for example, what they have eaten, if they have slept and when they have had their nappies changed. Parents can look at their child's developmental records when they wish and the nursery holds an 'open surgery' once a month on a Saturday to give parents the chance to come and discuss their child's development with their key person. Parents speak highly of the nursery, commenting on the approachability and professionalism of the staff, how much their children enjoy coming and how much their children learn. Although the nursery work well in partnership with many agencies they have yet to establish good links with the local schools. They have recognised this and have plans in place to do so as they can see that this will benefit children during the transition from nursery to school.

## **The quality and standards of the early years provision**

Children are effectively helped to learn and develop by the staff who have a good knowledge and understanding of child development and how young children learn. The staff support children well by providing a good balance of adult-led and child-initiated activities. Children can choose what they would like to do throughout the day. The resources are constantly available to them and they can play with them how they wish. Staff are on hand to get involved in the play when the children would like them to and also to stand back and allow children to be independent and use their imaginations. The environment is well laid out to stimulate learning. Children are confident in their surroundings and with the staff and the atmosphere of the nursery is very calm but productive at the same time. Staff use effective teaching methods to engage the children and support their learning and development and in some cases these teaching methods are exemplary. Staff plan activities based on the children's interests, their learning needs and themes which they feel will enhance the educational programme. These activities cover all areas of learning appropriately for the age and stage of the child. Staff use a system of assessing the children linked to the EYFS that the local authority have provided. They keep clear records of the children's learning and development, however, it is not always possible to ascertain where a child is in relation to the early learning goals from these records. Children over two years benefit from having continuous access to the outside area which is an inspiring place for them to play and explore. They enjoy making a wigwam with staff and then they decide to paint it with real rollers and paint brushes before playing in it. Staff encourage children to use their imaginations in this way and nothing is prohibited. Children under two years have less opportunities to access the outdoors and they do not experience their local community. Babies enjoy activities aimed at their developmental needs, such as, sensory activities involving foam, fabrics and lights as well as rice and pasta. Staff support babies physical development well, encouraging them to roll, crawl and walk.

Children's welfare is promoted well by the staff. Safety and security are of utmost importance to the staff and measures, such as, a finger print entry system, key pad locks on internal doors and staff's vigilance ensure children's safety when they are at nursery. The environment is free from hazards and this is due to a thorough risk assessment and again the vigilance of staff in ensuring a safe environment for the children. Children are encouraged to take responsibility for their own safety, for example, they play with real tools in the outside area. They understand how to use them safely due to the support from staff. Children take responsibility for their own health and hygiene as they help prepare, eat and clean away the healthy snacks and use the toothbrushes, toothpaste and flannels from their wash bags. There is a high standard of cleanliness in the nursery and staff implement a thorough cleaning routine to help protect children from cross-infection. Children behave very well at nursery. They are learning to be responsible for their own behaviour and the staff are excellent role models, demonstrating manners and respect for the children and each other. Babies are well looked after in the nursery. The staff get to know their individual routines well so they can meet their needs. The daily routine is flexible so that babies can sleep and eat when they need to and there are many stimulating resources available for them when they are ready

to play. Staff check on sleeping children with strict regularity and nappy changing is done to a high standard of hygiene and safety and is made fun for the children. Staff demonstrate a good knowledge of the procedures of the Local Safeguarding Children Board (LSCB). They have the systems in place to ensure any child at risk of abuse or neglect is safeguarded.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.