

Lechlade Little Learners

Wharf Lane, Lechlade, Gloucestershire GL7 3AU



Inspection date	21 May 2019
Previous inspection date	9 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 new manager is enthusiastic and has started to introduce changes in the group. She monitors staff performance regularly and helps them to develop skills and maintain their professional development. Staff complete training online and during staff meetings, which enables them to implement different ideas, for example promoting the curiosity of children as they play. Evaluation of practice is successful and improvements for the future have been clearly identified.
- Staff complete detailed observations and assessments of children. They track children's progress effectively and recognise quickly when children require extra support in their learning. Children make good progress in their learning relative to their starting points.
- Children are happy, confident and comfortable in their surroundings. They develop strong attachments with their key person. Children are well behaved and staff are good role models, praising children's efforts and offering timely reminders about sharing and taking turns.
- Staff have good relationships with the parents. They regularly share information with parents about their child's day and learning. This helps parents to support their child's learning further at home. Parents comment positively about how happy their child is at the setting and the caring staff.
- At times, staff miss opportunities to include other children in activities, as they are concentrating on the children they are interacting with.
- Staff do not consistently gather detailed information from parents about what their child knows and can do, before they start at the setting.

What the setting needs to do to improve further

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

- help staff to recognise and include children when they want to join in with activities
- build on existing systems and encourage parents to share detailed information about what children know and can already do, to help inform future planning and assessment processes.

Inspection activities

- The inspector observed activities and staff interactions with the children, in the inside and outside learning environments.
- The inspector had a meeting with the manager and completed a joint observation with her.
- The inspector spoke to staff, parents and children at appropriate times during the inspection. The inspector took into account the views of parents spoken to during the inspection.
- The inspector checked the evidence of the suitability and qualifications of staff working with the children, and looked at the provider's improvement plans.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.

Inspector
Hilary Tierney

Inspection findings

Effectiveness of leadership and management is good

Staff are aware of their roles and responsibilities in how to safeguard children. They have a good understanding about the procedures to follow in the event of having any concerns about a child's welfare. They are clear about the signs and indicators that may alert them to any child protection concerns. Staff are aware of the importance of recording children's attendance to help them keep children safe. They are vigilant in their supervision of the children, particularly during their arrival and departure. Safeguarding is effective. The manager has robust recruitment, induction and supervision processes in place to ensure the ongoing suitability of staff. Staff work well together and, through regular staff meetings, they are able to discuss practice issues and plan for future improvements in the group.

Quality of teaching, learning and assessment is good

Staff provide a welcoming environment where children are able to explore and investigate the world around them. Children are highly motivated and enjoy being at the setting. Staff support children's communication, language and mathematical skills well. They skilfully use questions to help children think and problem-solve, such as 'how many do we have?', 'how many more do we need?' and 'if we add this together how many will we have?' Teaching is consistently good. Staff plan effectively for children's next steps in their development.

Personal development, behaviour and welfare are good

Staff build on children's confidence and self-esteem, using plenty of praise and encouragement as they achieve. Children are polite and show care towards other children as they interact. For example, older child help younger child to pour their drinks during snack time. Children use 'please' and 'thank you' with little or no prompting from the staff. Staff have a calm, caring approach towards the children, supporting their emotional well-being effectively. Children have great fun in the outside play space as they mix flowers, grass, mud and water to make potions. They enjoy finding bugs and watering plants. They confidently fill watering cans from water butts. They get excited as they find woodlice and watch them in the mud puddles. Children learn about healthy eating and good personal hygiene practices, such as washing their hands after using the toilet.

Outcomes for children are good

Children are well prepared for the next stages in their learning and the move to school. They show good levels of concentration as they sit during story time, and become fully engaged in recalling the next part of the story. Children show good levels of independence as they make choices about what they would like to play with next and help to prepare tables for snack times. Children count confidently as they count how many children are present during circle time.

Setting details

Unique reference number	101484
Local authority	Gloucestershire
Inspection number	10063079
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	35
Name of registered person	Lechlade Little Learners Committee
Registered person unique reference number	RP910898
Date of previous inspection	9 June 2016
Telephone number	01367 253653

Lechlade Little Learners registered in 1993. The group opens, during school term times, on Monday, Tuesday, Wednesday and Thursday from 8.45am to midday and from 1pm to 3pm. It offers a lunch club from midday to 1pm. On Fridays, the group opens from 8.45am to midday. There are six members of staff; of these, one holds qualified teacher status and four hold appropriate childcare qualifications at levels 3, 4 and 5. The group is in receipt of funding for the provision of free early years education for children aged two, three and four years.

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