

Inspection of Little Learning Ladder

Unit 1, Chips, 2 Lampwick Lane, New Islington, Manchester M4 6BU

Inspection date: 1 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children show impressive levels of confidence at this setting. They are self-assured, expressive and eager to share their opinions. Pre-school children show a sense of security as they feel safe to approach the inspector and share their views and questions. Younger children smile and wave and share their favourite books with the inspector. All children clearly feel content and safe with the familiar staff near by. The management team and staff have high expectations for every child. They recognise what children can already do and skilfully plan a curriculum which builds upon this knowledge. All children quickly make progress and any gaps in development begin to diminish.

Children behave well. They are kind, use wonderful manners unprompted and help their friends. For example, older children share toys and resources with one another. Younger children excitedly point out pictures in books to their friends, sharing fun experiences together. Children listen respectfully to staff. Staff, in turn, are highly respectful to all children. They seek consent before performing personal care tasks and show children that their voices are heard by accommodating their individual choices. This helps to build strong, genuine bonds between staff and children. Children's emotional well-being is given high priority by all at this setting. This contributes towards their happiness and levels of enjoyment while attending.

What does the early years setting do well and what does it need to do better?

- The management team are dedicated and passionate. They maintain keen oversight over the setting, staff, children and families. Staff feel supported and encouraged to evolve and move up in their careers. The management team complete supervisions with all staff and readily identify areas for improvement and celebrate staff strengths. Staff appreciate this and feel they 'work harder' and 'learn more' in this positive environment. This is reflected in the high quality of teaching across the setting, which benefits all children.
- Overall, children's communication and language skills are well supported. Staff support children to develop an early love for reading and literature. They read stories to children with animation and using exciting voices. Children giggle and smile as they are able to maintain concentration for long periods of time. They are captivated by these stories and point out their favourite characters and shout out what will happen next. However, some staff ask children too many questions in quick succession. Children do not always have appropriate time to think and respond. Additionally, staff do not always use the correct terminology when speaking to children. Despite this, children demonstrate good conversational skills and begin to learn new words.
- The curriculum is highly sequenced, it is designed to build upon what children already know. Children proudly share their knowledge with the inspector. For

instance, pre-school children show the inspector that they can count from 1 to 5 in Chinese. A skill they have recently been working on. They do this without the need for any staff support. Younger children similarly remember how to use sign language to name colours. This shows that children are retaining new knowledge.

- Accommodations are made to support the needs of every child. Staff and the management team work closely with other professionals and children's families to provide the most suitable learning environment for all children. Staff recognise that all children are individuals and so have their own needs. This supports all children, including those with special educational needs and/or disabilities to make good progress.
- Parents and grandparents praise the management team and staff. They feel staff go 'absolutely over the top' to teach and support their children. Parents appreciate the progress their children make at the setting. They feel well-equipped to support their children further at home due to the 'constant' and 'priceless' information and guidance they receive from the management team.
- Children learn about the world they live in. Staff encourage children to celebrate differences and varying ways of life. Each month, staff explore a different culture with all children. They consider foods, similarities and differences, festivals and other exciting aspects. This helps to encourage children to respect others and to embrace the diverse world they live in. This helps to prepare children for a life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The management team have successfully created a culture of vigilance and awareness within this setting. Parents, staff and the management team work together to help keep children safe. The premises is secure. No person can gain entry without the permission of a member of staff. Parents also recognise the importance of this and explain to visitors that they cannot hold the door open when they enter the setting. Staff have a robust understanding of the signs and symptoms which may indicate a child is being abused. They know the procedures they must follow, including when concerned about the actions of any person working with children.

What does the setting need to do to improve?

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

- use proper terminology when speaking with children in order to support their growing vocabulary banks
- encourage staff to allow children adequate time to think and respond when asking questions, to support their emerging critical thinking skills.

Setting details

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| Unique reference number | EY460492 |
| Local authority | Manchester |
| Inspection number | 10277827 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 72 |
| Number of children on roll | 84 |
| Name of registered person | Little Learning Ladder Ltd |
| Registered person unique reference number | RP532436 |
| Telephone number | 01612056096 |
| Date of previous inspection | 20 September 2017 |

Information about this early years setting

Little Learning Ladder registered in 2013. The nursery employs 23 members of childcare staff. Of these, two hold relevant qualifications at level 6, nine hold qualifications at level 3, seven hold qualifications at level 2 and five are unqualified. The nursery opens from Monday to Friday, all year round, except for bank holidays. Opening times are from 7.30am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- A joint observation was completed by the manager and the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents and grandparents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

We carried out this inspection 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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