

Inspection of Little Big Learners

The Betteridge Room, Main Street, Sedgeberrow, EVESHAM, Worcestershire WR11 7UE

Inspection date: 1 July 2022

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are enthusiastic about attending the club. They are greeted at their classroom by the warm, kind, and friendly staff, who walk them to the room where the club is based. Children are eager to say hello to staff. Some children eagerly wave or give them hugs.

As children arrive at the club, they are quick to engage in their play. They make choices about what they want to do from the selection of activities and resources staff provide. Children enjoy playing with smaller construction pieces and pretending to make food for each other in the kitchen. They work harmoniously together when sharing ideas and say 'cheers' to each other before pretending to drink from the wooden cups.

Children seek out staff to hold conversations with. They talk about their experiences and interest in animals. Children confidently share facts about animals, including sharks and rhinoceroses. Staff show interest in what children say and ask questions to challenge their thinking skills.

Children understand the high expectations staff have of them. As a result, they behave extremely well during their time at the club. Children explain to their friends that they must stay away from the door and know this is to help keep them safe.

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

- Staff exchange key information with parents and children before they start at the club. They find out about children's interests and use this to plan and provide enjoyable experiences for children. This helps children to settle in with ease and flourish during their time attending the club.
- Children's physical development is well supported. Children have opportunities to explore different ways of moving during outings to the local park. They practise how to use swings, climb on structures and balance when moving across a circular beam. Children play cooperatively together and support each other to develop new skills.
- Staff liaise with children's teachers to gather ideas to provide continuity in their learning. They find out about topics planned at the school, so they can provide activities in line with this. Staff spend time listening to children read, which promotes their literacy development.
- Staff give high priority for children's health. Children can access fresh fruit to snack on during their time at the club. Staff remind children to drink enough water as children remember their head hurts when they do not. Children follow

good hygiene routines, such as by washing their hands when they arrive at the club.

- Parents speak positively about their child's experience at the club. They state that their children are always happy to attend. Parents recognise and praise the role staff play in sharing important messages between them and teachers at school to provide continuity in children's care.
- Staff comment positively about the support they receive from managers. They explain the induction training they received when starting employment to help them understand what is expected from them. Managers provide staff with regular feedback about their performance and identify training needs to continually improve their work.
- Children's behaviour is very good. They form respectful relationships with each other and staff. Children recall rules before going on outings and follow these precisely, which further contributes to their safety. Older children enjoy playing with and supporting younger children during their play. For example, they help them to find different coloured construction materials, so they can fulfil their planned ideas.
- The club has a designated coordinator for children with special educational needs and/or disabilities. They talk with parents and teachers to find out about children's individual needs. Managers understand their responsibilities to make adjustments for children who need them and are committed to providing an inclusive provision.
- Managers ensure that required documentation is well organised. Information and records are available and accessible upon request to promote the safe and efficient management of the club. Staff promptly record children's times of attendance on a daily register, which promotes the safeguarding of children.

Safeguarding

The arrangements for safeguarding are effective.

Managers support staff to complete child protection training to keep their knowledge of safeguarding issues up to date. They are confident in identifying signs that may indicate a child is at risk of abuse or harm. Staff and managers understand what to do if they have concerns about a child, including what to do if they have concerns about peer-on-peer abuse between children. There is a procedure in place for the safe use of cameras and mobile phones. Managers follow a robust process to safely recruit new staff. They obtain the required vetting checks before staff begin working with children and maintain records of these.

Setting details

Unique reference number	2553023
Local authority	Worcestershire
Inspection number	10215777
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 10
Total number of places	16
Number of children on roll	31
Name of registered person	Begley, Graham Jeffrey
Registered person unique reference number	RP900204
Telephone number	07725909808
Date of previous inspection	Not applicable

Information about this early years setting

Little Big Learners registered in 2019. It is privately owned and operates within the grounds of Sedgeberrow Primary School. The club opens Monday to Friday during school term time. Sessions are from 3pm until 6pm. The club employs eight members of staff. Of these, three hold recognised qualifications in early years.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and inspector completed a learning walk to gather information about how the provision is organised.
- Parents and children spoke to the inspector and gave their views of the setting.
- The inspector observed children playing indoors and outdoors.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector held a meeting with the provider and looked at relevant documentation and evidence of staff suitability.

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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