

# Inspection of Little Big Learners

Bredon Hancocks Endowed First School, Church Street, Bredon, Tewkesbury,  
Worcestershire GL20 7LA

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Inspection date: 11 January 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children arrive happily and are eager to sit down with a snack and chat to their friends. They form close bonds with staff and readily engage with them about their day at school. Staff have high expectations and give children clear rules and boundaries. Children behave well. They are polite, kind and considerate towards each other. They listen and respond well to staff's requests, for example when they are reminded to tidy away after snack time.

Children choose from a wide range of activities on offer, both indoors and outside. They enjoy using their imaginations as they dress up as their favourite characters. Children use their small muscles and creative skills as they colour chosen pictures and use the scissors to cut these out. They become engrossed in their activities, confidently including staff in their play. Children are proud of their achievements and relish the praise staff give them. This helps to build their self-esteem and confidence. Children take great delight showing visitors their art creations that have been displayed around the room. They say that they enjoy the time they spend at the club. Children talk about their favourite activities and the friends they have made at the club.

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

- Staff plan a range of interesting activities based around children's current interests and what they are learning at school. They use important information gathered from children and parents to plan for these interests when children first start at the club. Children are involved with making choices in their play. Staff value the importance of supporting children with their reading skills, and they allocate time during the session to listen to them read.
- Children and staff build trusting relationships. Staff get to know children very well and they use this knowledge to help children to feel settled at the club. For example, staff take time to carefully explain to shy children why new visitors are at the club. Children know that staff care about them and this helps them to feel emotionally secure.
- Older children play cooperatively with younger children. They work together to use the construction toys to build a police station. Children have good opportunities to continue to develop their communication and language skills. They chat with each other and staff as they sit at the creative table colouring and drawing.
- Staff have good relationships with the on-site school. They regularly share information with the class teachers, which helps staff to understand and meet children's needs.
- Parents speak highly of the club and staff. They say that their children love

attending and the staff are excellent. Parents appreciate how staff pass on information to them from the school, and about their child's time spent at the club.

- Staff are good role models to children. They spend time with children, listening to their views, opinions and experiences. Staff speak with kindness and consideration, reminding children of the importance of sharing and taking turns. This helps children to be polite and patient towards each other.
- Children understand the importance of keeping themselves safe. They let staff know when they need to go to the toilet because they understand that staff need to know where they are to be able to supervise them appropriately.
- Children benefit from daily fresh air and being active in the outdoor area. For example, they enjoy competing with their friends while playing games such as swing ball. Children are reminded to follow good hygiene routines, such as by washing their hands before eating and after using the toilet.
- Managers provide effective support for staff. Staff complete mandatory training and have regular opportunities to discuss their role with managers. Staff are passionate about providing a club that children have fun at while relaxing after the school day.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of the signs that may indicate a child is vulnerable to abuse. They are confident with the procedures to be followed to report concerns about children's welfare. Staff ensure the environment is safe and secure. Children are supervised well. Staff collect younger children from their classrooms at the end of the school day. Robust recruitment and induction procedures are followed to ensure that adults working with children are suitable to do so.

## Setting details

<b>Unique reference number</b>	2528286
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10208363
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 10
<b>Total number of places</b>	32
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Begley, Graham Jeffrey
<b>Registered person unique reference number</b>	RP900204
<b>Telephone number</b>	07725909808
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Big Learners registered in 2019 and is located in Bredon Hancocks Endowed First School in Tewkesbury. It provides a breakfast club each weekday morning from 8am until 8.40am and an after-school club from 3.10pm until 6pm. The club employs four members of staff. The manager holds qualified teacher status.

## Information about this inspection

### Inspector

Amanda Tompkin

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector had a tour of the premises with the manager and discussed how the club operates and how the play environment is organised.
- Discussions were held throughout the inspection with the manager, staff and children.
- The views of the parents were taken into consideration by engaging in discussions with a number of parents.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the club.

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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