

Inspection of Little Learners Nursery

Landseer Play Centre, Hogarth Road, IPSWICH IP3 0EY

Inspection date:

22 May 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from the warm, safe and incredibly inclusive environment where their well-being is at the centre. Children flourish because of the highly effective key-person system and close and nurturing relationships they have with all staff. Children with special educational needs and/or disabilities (SEND), are supported tremendously well. Those with responsibility for children with SEND provide home visits and work closely with parents to ensure children's overall needs are continuously met.

Weekly visits to forest school bolsters the superb outdoor learning facilities that children have continuous access to. Staff scrupulously plan activities and organise the learning environment, indoors and outdoors, to captivate children's interests, build on their learning and consolidate their understanding.

Skilful staff introduce children to a broad and varied curriculum. While feeding the nursery guinea pig, children develop empathy, responsibility and patience, as staff encourage children to think beyond their own feelings and consider the needs of their pets. Scientific play is introduced as staff encourage children to explore different types of grass under the microscope. Children learn from staff that giving too much spring grass can give the guinea pig a stomach upset. Children are learning important social skills, such as accepting the needs of others, when staff praise them for taking turns with the microscope.

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

- The management team and staff have developed an ambitious curriculum for all children. Teaching is well sequenced and broken down into key learning steps. This ensures activities link to what children have learned previously. Assessments are robust and staff work closely with parents and outside professionals, such as speech and language therapists, to help bridge gaps in their learning. As a result, all children, including those with SEND make significant ongoing progress in all areas of their learning and development and are well prepared for starting school.
- Echoes of children's laughter and fulfilment are heard throughout the nursery. Staff's enthusiasm for supporting children's learning through play and their quality interactions significantly enhance children's attention, awe and wonder. As children enjoy water play, filling measuring cups until they overflow, staff gasp with amazement and ask what is happening. Children giggle with delight and tell staff, 'Look it's an exploding volcano'.
- Children are well behaved and understand the need to use sand timers to share or wait their turn for a popular toy. This is because staff consistently promote high and clear expectations of behaviour for all.

- Teaching is consistently outstanding. Staff teach in incredibly fun and innovative ways, which means children become highly motivated and independent learners. For example, staff create an imaginative game they call 'superhero training'. Pretending to be superheroes, children excitedly get into character and begin investigating the outdoor environments. Staff point to areas of interest such as the wet slide. They use thought-provoking questions to develop children's thinking skills and teach them how using their senses can help keep themselves safe. When touching the wet slide, children learn this could make it more slippery and increase slips or falls.
- Staff promote excellent hygiene routines. Staff embed consistent routines such as encouraging children to wash hands before eating and after touching the nursery pets. Staff adapt routines to ensure children with SEND are provided with the individual support they need, to become increasingly independent in carrying out important hygiene routines.
- Children benefit from many extra-curricular activities such as visits from local artists, fire station and the police. These real-life experiences help children to practice their social communication skills when asking questions and communicating with new people. As a result, children are becoming extremely confident and capable communicators.
- Parents are overwhelmingly complimentary about the support network that is provided to their children and families. Parents feel integral to their child's early education, especially through shared daily communication and regular, in-depth updates of their progress.
- The management team continually evaluate the quality of the nursery and are ambitious in their future enhancements such as the 'community garden' project. Staff say they love their job. They receive high-quality training and exceptional ongoing support from the dedicated management team.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY463846
Local authority	Suffolk
Inspection number	10388628
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	64
Number of children on roll	93
Name of registered person	Bows and Arrows
Registered person unique reference number	RP528927
Telephone number	01473 599038
Date of previous inspection	19 July 2019

Information about this early years setting

Little Learners Nursery registered in 2013. It is one of seven childcare settings managed by a board of trustees. The nursery employs 25 members of childcare staff, of these 15 hold appropriate early years qualifications at level 3 or above. The manager holds a qualification at level 4. The nursery opens Monday to Friday, from 8am until 6pm, all year round. It provides government funded early education for all eligible children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- The manager and the inspector completed a tour of the nursery, both indoors and outdoors to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and took account of their views.
- The inspector held a meeting with the management team and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the nursery and a selection of other records.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025