

Inspection of Little Learners Day Nursery

South Bridge Road, Hull HU9 1TL

Inspection date: 18 July 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and form positive relationships with staff. Children enter the nursery and are greeted by enthusiastic and caring staff. Children confidently say goodbye to their parents and are eager to start playing. Children feel comfortable to approach staff for cuddles when they are feeling unsure or upset. Staff gather information from parents when children first start. This helps staff get to know children, including what they like and dislike. Settling-in sessions are planned with parents to ensure they meet the needs of individual children and families.

Children's behaviour is supported consistently well. For example, staff use clear signs to stop any unwanted behaviour. The nursery celebrates children's achievements in a range of ways. These are displayed and shared with parents through an 'achievement tree' and 'proud clouds'. Children are praised for good teamwork and for helping to tidy away toys.

Staff model a range of language and ask questions as they become involved in children's imaginative play. For example, staff enquire about how they might feel if they are poorly. As a result, children are becoming confident communicators. They confidently talk to the inspector about their lunch and how old they are.

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

- The nursery has developed a well-sequenced curriculum across all areas of learning. Staff complete regular assessments of what children know and can do. They use these assessments to plan engaging activities that allow children to successfully build their learning overtime and to identify any gaps in children's knowledge and skills. They seek additional external support where necessary, such as to support children with special educational needs and/or disabilities (SEND). Any additional funding is used appropriately to meet the needs of individual children for whom it is intended. These approaches help to ensure that all children make good progress from their starting points.
- Well-thought-out arrangements help children to be ready and able to move on to the next stage of their learning. For example, children visit the next room with their key person prior to moving. This helps them to settle in quickly and with ease and ensure there is a familiar face. Likewise, the nursery supports children in their transition to school effectively. For example, a 'feelings tree' in the pre-school room replicates what they will see at the adjoining school, which most children go on to attend. This also helps children to begin to understand and regulate their emotions.
- Children's independence skills are supported well during snack times. Children pour their own drinks and help themselves to fruit. However, this is not the same at mealtimes, particularly within the pre-school room. Staff serve children their

meals, resulting in limited opportunities to develop independence skills. Additionally, due to serving, staff cannot consistently sit with the children. Opportunities to engage in discussions are, therefore, missed.

- Leaders and managers have a good oversight of the nursery. They recognise weaknesses within the setting and are proactive in making changes where necessary. For example, they have made changes to enable children to use the outdoor space more effectively to support their physical development.
- Partnerships with parents are strong. Parents are welcomed into the nursery. Staff share information with them to keep them informed about their child's day, learning and development. Parents praise the nursery for how they support their children to settle in.
- Staff, including apprentices, feel well supported in their role and express high levels of well-being. They receive regular supervisions with leaders and managers to discuss their practice and how they can improve. Staff attend some training to support them within their role. For example, staff attend mandatory first-aid, safeguarding and safer sleep training, to help keep children safe. However, there are no formal procedures in place to observe staff's practice. Opportunities for professional development are, therefore, not sufficiently focused on the areas for development for individual staff.
- Staff support children's understanding of diverse cultures and communities. They learn about a range of festivals and celebrations. Children's home languages are embraced. Additionally, children learn about similarities and differences between people and varying health conditions. As a result, children are developing respect and awareness of others.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- refine lunchtime routines, particularly within the pre-school room, to support and develop children's independence skills and to maximise opportunities for discussion
- establish procedures to observe staff practice in order to identify and provide appropriately tailored professional development opportunities aimed at improving the quality of education even further.

Setting details

Unique reference number	2762068
Local authority	Kingston Upon Hull City Council
Inspection number	10349969
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 10
Total number of places	78
Number of children on roll	107
Name of registered person	KR Care Services Ltd
Registered person unique reference number	2762067
Telephone number	01482218828
Date of previous inspection	Not applicable

Information about this early years setting

Little Learners Day Nursery registered in 2023 and is located in Hull, East Yorkshire. The nursery operates all year round from 7.15am to 6pm, Monday to Friday, except bank holidays and one week at Christmas. There are fourteen childcare staff employed to work with children, of these, nine hold appropriate qualifications at level 3 or above. The setting provides government funded childcare and receives additional funding for disadvantaged children.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The nominated individual, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents and viewed written feedback during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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