

Inspection of Little Learners Day Nursery

Beaumont Primary School, Old Lodge Lane, Purley, Surrey CR8 4DN

Inspection date: 18 February 2020

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The curriculum is well designed to ensure that children experience activities across all areas of learning through a stimulating learning environment. Most children are continually engaged in play as staff take all opportunities to encourage their interests. They follow routines, know where to find their preferred activities and confidently make choices. Staff are on hand to support play and learning well. They set up the different areas with meaningful activities that encourage children to learn in different ways, both indoors and outside. Activities and routines are well designed to meet the needs of individual children. For instance, children who still require a sleep after lunch can settle down away from the older children who want to continue with their play after eating. All children show that they feel safe and secure with the adults who care for them. Children with special educational needs and/or disabilities (SEND) receive tailored support through effective partnership working and information-sharing. Staff know exactly what children understand already and the next steps needed in their learning. They implement experiences that systematically help children to build on their existing abilities and master new skills. Children are confident and enjoy learning. Parents say their children enjoy their time at the nursery. They feel well informed about their children's care and value being included in their learning opportunities.

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

- The acting manager works closely with the senior management team in the manager's absence to ensure continuity for children. Managers are clear about what they want children to learn, and how they plan activities and monitor the impact of the curriculum. They involve parents well in children's experiences and encourage them to continue children's learning at home. Overall, managers and the staff team implement an effective curriculum that builds on individual children's knowledge and skills in achievable stages. The team is reflective and uses training well to improve children's learning. For example, staff used recent learning to implement play-dough activities as part of helping to develop children's hand and finger movements ready for writing. Managers understand staff workloads and good staff supervision helps to ensure effective teamwork and improved practice.
- Staff encourage children to develop good levels of independence, confidence and the motivation to investigate and explore. They supervise children well and keep them safe as they play. Occasionally, staff do not find the best ways of encouraging children to consider potential risks as they attempt new challenges, to further increase their personal awareness. Staff encourage children to be healthy and active, including during action songs and outdoor play. Children listen intently in group activities and follow simple instructions, such as putting their hands in their laps, ready to listen. They confidently put on their own coats

and hats, then line up to go outside.

- Staff interact well with children. For example, they use good questioning techniques and explanations as children discover what they need to do to release water from a container. They show children, in simple stages, how to add water to the tank first and then remove the plug. Staff say and repeat words, such as 'octopus' and 'jelly fish', as children play, identify numbers and learn the initial sounds to words. They encourage children to use words to describe things, such as the texture of paint mixed in with foam. Overall, staff meet children's individual learning needs well, including for children with SEND. Sometimes, they miss chances to include all children successfully in some activities and routines, to further encourage their participation and enjoyment.
- Staff read stories with good expression and often pause to encourage children to finish sentences. Children sit well, concentrate and listen to the storylines. They eagerly answer interesting questions and contribute well as they talk about the animals in the illustrations. Staff place a good focus on encouraging children's early mathematical skills. Children show great enjoyment as they find and place the correct number of objects to corresponding number cards. Staff ask how many knives and forks are needed for the number of children at the table at lunchtime and children quickly reply, 'Four.' Children behave well and show good attitudes towards learning new things.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good awareness of the signs and symptoms of abuse and how to report any worries they have about a child in their care. Guidance is readily available for all staff to follow in the event of a concern about a child, or an allegation against an adult. Staff and managers understand how to escalate any concerns to the correct agencies. Senior managers ensure recruitment and vetting procedures are robust so that adults employed to work with the children are suitable. Managers and staff use risk assessment well to help keep children safe.

What does the setting need to do to improve?

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

- strengthen opportunities to include all children in all activities to further encourage their learning and enjoyment
- encourage children to be even more alert to the potential risks they may encounter during their play, as they continue to explore and enjoy new challenges.

Setting details

Unique reference number	EY438236
Local authority	Croydon
Inspection number	10137870
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	28
Number of children on roll	55
Name of registered person	JLB Childcare Limited
Registered person unique reference number	RP531175
Telephone number	07764487272
Date of previous inspection	6 July 2015

Information about this early years setting

Little Learners Nursery registered in 2011. It is one of three settings operated by JLB Childcare Ltd. It is situated within primary school grounds, in Purley, in the London Borough of Croydon. The nursery is open Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. It is closed between Christmas and New Year, on public holidays and for staff training days. The nursery receives funding for the provision of free early education for children aged two, three and four years. The provider employs eight members of staff, seven of whom hold appropriate early years qualifications. These range from level 2 to degree status. One member of staff is unqualified.

Information about this inspection

Inspector

Stephanie Graves

Inspection activities

- The inspector viewed the premises with the acting manager and held discussions with him about the aims of the early years curriculum.
- The acting manager and the inspector completed a joint observation of an activity.
- The inspector spoke to children, staff and parents at convenient times, to inform the inspection process.
- The inspector conducted a leadership meeting with the acting manager, the area manager and the director.
- The inspector sampled records, policies and procedures, including the records used to determine 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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