

Inspection of Little Learners

St. Michael's Church & Hall, Cobham Close, London, Surrey SW11 6SP

Inspection date: 9 June 2021

| | |
|--|----------------|
| 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 receive a warm and positive welcome from staff as they arrive at Little Learners. Staff greet children with a smile and hold conversations with them. Children, including those who have recently started, separate confidently from their parents and carers. Once settled, they take part in various activities and play happily. For example, children of all ages show their excitement as they sing and move to popular nursery songs. Support for older children is particularly good. For example, outdoors, children concentrated well as they identified, sorted and matched various wooden shapes. Staff's high expectations of what children can achieve help them to make good progress in relation to their starting points.

There are secure relationships between children and their key person. Children enjoy cuddles and reassurance from kind, caring staff. This has a positive effect on children's emotional well-being. Children's good behaviour shows that they feel safe and secure in the nursery. They learn about clear boundaries and staff give gentle reminders of what is expected of them. For example, while using the slide in the garden, staff reminded children to wait for their turn. Children listened and responded positively to this.

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

- The provider has revised the nursery's policies and procedures in response to the COVID-19 (coronavirus) pandemic. For example, she has introduced staggered drop-off and collection times to protect adults' and children's health and well-being. This is working well for parents, staff and children.
- The provider supports her staff well to enable them to understand their role and responsibilities. Staff say they enjoy working in the nursery. This effective partnership has a positive impact on children's attitudes to learning.
- Staff have high aspirations for all children, including those who speak English as an additional language. They make effective use of their observations and assessments to help plan a broad and balanced curriculum to support children's learning well. For example, staff planned an activity to build on children's interest in numbers and transport. Children enjoyed counting and matching different types of toy vehicles.
- Staff provide opportunities for children to develop their language and early literacy skills. Some staff are less confident than their colleagues in using a broader selection of questions to extend children's vocabulary.
- There are strong partnerships between parents and staff which benefit children well. Parents speak positively about the nursery. For example, they expressed high levels of satisfaction, particularly about how well staff communicate with them. Parents say staff are 'very caring' and 'nurturing'.
- Children benefit from having regular access to the outdoor space. They engage

in a variety of age-appropriate activities that aid their physical skills. Children practise their climbing and balancing abilities with increasing confidence. Others develop their early mark-making skills, such as painting pictures at an easel.

- Staff follow consistent hygiene routines to protect children's health and well-being. For example, they regularly check children in nappies and ask them to wash their hands before snack.
- Children enjoy the free-flow access from indoors to outdoors as part of their daily routines. However, at times, staff do not make full use of the daily routines to further challenge and extend children's independence.
- Staff engage children in messy play activities, helping to support their growing sense of creativity and imagination. For example, they motivate children to explore water, sand and cornflour.
- Children benefit from visitors invited to the nursery, such as the local fire brigade and mobile zoos. Parent volunteers also visit the nursery to read books or share their expertise with children. These learning opportunities foster children's understanding of the world around them.
- Staff attend regular training to keep their knowledge and skills up to date. For example, they completed training recently which raised their understanding on how to support children's behaviour more effectively. This is helping staff to manage children's behaviour well.
- There is an ongoing self-evaluation process. The provider encourages staff to reflect on their practice to continually improve the learning experiences for the children. For example, changes to the way staff share information with parents have enhanced communication with them.

Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that appropriate vetting and recruitment processes are undertaken on staff to check their suitability to work with children. The provider gives staff regular supervision. Staff complete regular safeguarding training to keep their knowledge up to date. They are confident in how to identify and report any concerns related to children's safety and well-being. There are effective procedures for dealing with accidents, which staff share with parents. Staff deployment is good. This enables staff to supervise children's play well across the nursery.

What does the setting need to do to improve?

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

- increase some staff's knowledge to enable them to question children effectively to extend their language skills
- review daily routines to enhance children's independence skills.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY557948 |
| Local authority | Wandsworth |
| Inspection number | 10175225 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 18 to 32 |
| Total number of places | 24 |
| Number of children on roll | 23 |
| Name of registered person | The Little Learners Group Ltd. |
| Registered person unique reference number | RP557947 |
| Telephone number | 07956816789 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Learners registered in 2018. It is located in the London Borough of Wandsworth. The nursery is open from 9am to midday, Monday to Friday, during term time only. There are five members of staff. Of these, one holds early years professional status and four hold an appropriate early years qualification at level 2 or 3. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 inspector completed a learning walk with the manager and observed the quality of education during indoor and outdoor activities. She assessed the impact of the activities on children's learning.
- The manager and the inspector completed a joint observation of an activity to evaluate the quality of education.
- Staff shared their views with the inspector and explained how they support children's learning and development.
- The inspector spoke with parents in person and on the telephone, and took account of their views.

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 2021