

Inspection date	19 January 2017
Previous inspection date	11 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children benefit from staff's effective partnerships with parents. Staff regularly update parents about children's achievements, and offer advice to parents to help them support children's development at home.
- Staff monitor their key children's development regularly and know them well. They observe what children can do and use this information to plan effectively for their emerging needs. All children make good progress from their starting points.
- Children are secure, safe and well cared for. New children settle in well. Staff form caring bonds with them, are sensitive to their needs and support their emotional well-being effectively.
- Staff successfully share their behavioural expectations with children to help them learn what is and is not acceptable. Children behave well and are keen to help. For instance, they eagerly help when it is time to tidy up and learn to be responsible.

It is not yet outstanding because:

- The manager misses some opportunities to update staff more promptly about relevant changes in childcare, so they can fully implement these changes into their practice.
- At times, staff do not provide interesting, age-appropriate books for younger children to explore, to support further their early reading skills.

What the setting needs to do to improve further

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

- continue to explore ways to develop staff's professional knowledge, particularly so they remain up to date with all relevant changes, further strengthening the quality of the provision
- broaden the range of opportunities younger children have to explore books that reflect their interests and stage of development, to enhance their enjoyment in early literacy.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, and children's assessment folders.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of the leadership and management is good

Self-evaluation is effective. The manager keenly reflects on the setting's practice. She seeks the views of others, such as local authority advisory teachers, to help her recognise any areas for improvement. She accurately identifies the setting's strengths and makes a clear action plan to develop provisions. The manager monitors staff's practice well, such as through regular supervision. Staff generally have good opportunities to develop their skills and teaching expertise. For instance, they have improved their knowledge of how to support children's good behaviour. Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to ensure their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager organises staff effectively, so they supervise children well to ensure their safety and provide good-quality learning experiences.

Quality of teaching, learning and assessment is good

Children independently explore the safe, welcoming environment. Staff plan a good range of opportunities to support children's development across all areas of learning. Children enjoy imaginative experiences, including playing in the role-play area. They learn to think of ideas, share them with others and develop their creative thinking. Staff provide children with enjoyable opportunities to develop their language skills. For instance, staff sing rhymes with children to help develop their vocabulary and speech. Additionally, staff effectively extend the language skills for most-able children. For example, they use questioning to encourage children to use new words and form complex sentences. Staff support children well in play, such as by joining in to encourage their involvement.

Personal development, behaviour and welfare are good

Staff support children's understanding of healthy lifestyles effectively. Children eat nutritious foods, are active and enjoy using equipment outside. For example, they use stepping stones to balance on, while developing their physical skills, confidence and well-being. Furthermore, staff manage children's dietary requirements effectively and children's needs are successfully met. Staff follow the setting's effective procedures to protect children from harm. For instance, they ensure entrances and exits remain securely closed throughout the day to maintain children's safety. They regularly assess safety risks in all areas children use to identify and remove any hazards.

Outcomes for children are good

All children, including those who are learning to speak English as an additional language, develop the necessary skills that support them well for their future learning, including for school. Children learn to speak confidently and listen attentively. Younger children develop good physical skills, such as their hand-muscle control, while using writing tools.

Setting details

Unique reference number	EY456411
Local authority	Newham
Inspection number	1082390
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	44
Number of children on roll	52
Name of registered person	Ellen Wilkinson Primary School & Children's Centre Governing Body
Registered person unique reference number	RP904249
Date of previous inspection	11 May 2015
Telephone number	02084306290

Little Ellies registered in 2012. It operates within the Ellen Wilkinson Primary School and Children's Centre in Beckton, in the London Borough of Newham. The setting is open each weekday from 8am until 6pm, for 50 weeks a year. The nursery is in receipt of free early education for children aged two, three and four years. The nursery employs 12 members of childcare staff. Staff hold appropriate early years qualifications at levels 2, level 3 and level 4. The manager has achieved qualified teacher status and the deputy manager holds early years professional status.

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