

Inspection date	27 February 2018
Previous inspection date	23 September 2014

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

- The leadership team has effective systems to evaluate the quality of the nursery. Leaders seek feedback from parents and other professionals to identify priorities for development. This contributes to their drive for continuous improvement.
- Staff receive good support to improve their teaching practice. For example, leaders organise effective professional development and mentoring opportunities for staff. Staff use good teaching skills that help children to achieve good outcomes.
- Staff build strong relationships with children and parents from an early stage. Children settle quickly as they become used to new routines. Children behave well and staff support their emotional well-being well.
- Staff promote children's good physical development. For example, children enjoy taking part in regular dance activities.
- Leaders engage well with other professionals. They share information and work in partnership with external agencies to address the needs of children and their families.
- Leaders regularly review records relating to children's safety and health. They promptly identify and address potential hazards.

It is not yet outstanding because:

- Although children make good progress overall, the leadership team does not check that next steps for children's learning are appropriate, or that assessments of learning are accurate.
- Children have inconsistent opportunities to recognise and use the languages they hear at home.

What the setting needs to do to improve further

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

- enhance the monitoring of children's learning so that information shared with parents is consistently accurate, and staff work even more promptly with them to close potential gaps in children's learning
- extend the opportunities available for children to see and use their home languages.

Inspection activities

- The inspector jointly observed and discussed a children's activity with the manager.
- The inspector reviewed documents, including learning records for children, evidence of staff suitability and professional development, records relating to children's safety and health, and complaints.
- The inspector spoke with parents and read written testimonials during the inspection.
- The inspector held discussions with staff at appropriate times.
- The inspector observed the quality of interactions between staff and the children, and the impact of this on children's learning.

Inspector

Kareen Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is good

The members of the leadership team support each other well and make changes to drive improvement. For instance, recent changes to staff deployment have had a positive impact for children. Safeguarding is effective. Leaders ensure staff complete training to update their knowledge about safeguarding matters. They know how to recognise potential risks to children and what to do if they have concerns about children's safety or well-being. Leaders and managers support staff to implement nursery procedures well, such as assessing risks before going outdoors in snow to help assure children's safety. They use their good knowledge of local referral procedures to access additional support for children. Leaders and staff manage children's moves to school well.

Quality of teaching, learning and assessment is good

Staff count with babies as they play alongside them in the sand. They encourage toddlers to use their fingers to explore the texture of 'squidgy' foam. This helps children to develop the small hand muscles needed for later writing. Staff work together with parents when children do not progress as expected. They share strategies to develop children's communication between home and nursery. They support parents to become involved in children's learning, for example, by lending them nursery resources to use at home. Staff provide equal opportunities for children to use their imaginations. For instance, girls wear hard hats and use hammers while pretending to build. Staff contribute well to children's understanding of number. For example, they speak with children about quantity and measure during visits to the shop.

Personal development, behaviour and welfare are good

Key persons provide good emotional support for children and parents during settling-in periods. They use information gathered from parents to maintain continuity of care. For instance, staff provide nutritious food that reflects children's dietary needs. Staff are good role models for the children in their care. They encourage the use of good manners and help children to develop self-care skills, such as when children take off their coats and serve themselves at mealtimes. Staff successfully support younger children to engage in large-group activities for increasing periods of time. For example, toddlers gain confidence during music and dance sessions, and begin to join in with action songs.

Outcomes for children are good

Babies demonstrate their developing literacy and numeracy skills. For example, they approach adults with favourite books, and sort items as they tidy away. Children learn about natural environments and the local community as they visit nearby parks and libraries. Toddlers enjoy dressing up and make choices about what they want to wear. Older children develop independence as they take care of their personal care needs and serve themselves lunch. Children develop good social skills. They receive a range of opportunities to help prepare them for the next stages in their learning and for school.

Setting details

Unique reference number	EY376335
Local authority	Croydon
Inspection number	1071017
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	31
Number of children on roll	37
Name of registered person	Abacus Childcare Settings Ltd
Registered person unique reference number	RP528145
Date of previous inspection	23 September 2014
Telephone number	0208 768 5555

Little Engines opened in 2003 and re-registered in 2010. The nursery is one of two settings operated by Abacus Childcare Settings. The nursery is located in the South Norwood area of the London Borough of Croydon. The nursery is open each weekday from 8am to 6pm all year. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. A total of eight staff work with the children, including the manager. Of these, five staff hold qualifications at level 3.

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Piccadilly Gate
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Manchester
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