

Little Elms Daycare Catford

50 Muirkirk Road, London, SE6 1BQ



Inspection date	18 May 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 behave well. They have formed good attachments with staff, who are caring and affectionate, and ensure that their individual needs are well met. For example, children are happy and eager to come to the nursery. Children are confident, independent and feel secure to discuss their work with unfamiliar adults.
- The new manager, the leadership team and staff work well together in this well-resourced nursery, to meet children's needs.
- The leadership team has a clear focus on supporting staff professional development and this is having a positive effect on outcomes for children.
- Staff are motivated, friendly and engage successfully with the children. They observe and assess children's learning and development effectively and this ensures that children make good progress from their starting points.
- Good partnerships between the nursery staff, parents and other providers ensure they are all well informed about the children's development, achievements and next steps.

It is not yet outstanding because:

- Staff miss some opportunities during their adult-led activities to use their good knowledge of teaching techniques to enhance and extend children's early reading skills.
- Although staff ask good questions to develop children's learning, occasionally, they do not provide the time children need to make their responses.

What the setting needs to do to improve further

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

- improve opportunities for all children to make their contributions during adult-led activities so that they make better progress with their early reading skills
- give children the time they need to respond to questions to build further on what they already know.

Inspection activities

- The inspector had a tour of the premises and carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and of written testimonials received on the day of the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector spoke to staff and children. The inspector held meetings with the leadership team.
- The inspector sampled children's records, staff planning documents and evidence of the suitability of staff working in the provision. The inspector also viewed a range of other documents, including policies, risk assessments and procedures.

Inspector

Victoria Forbes

Inspection findings

Effectiveness of the leadership and management is good

Managers have efficient systems and procedures in place to ensure their practice is effective. Relevant training and regular supervision support staff to provide exciting new initiatives and challenging experiences for children. Managers use sound vetting and recruitment practices to verify and monitor the ongoing suitability of staff. Managers and staff are reflective in their practice and value the views of parents. They have focused on improving staff professional development to enable improved outcomes for children. They have recently reviewed their self-evaluation to accurately reflect the good progress made. The manager intends to continue evaluating how the outdoor provision is being used to further enhance the good opportunities available particularly for the youngest children. Safeguarding is effective. Staff demonstrate a clear understanding of their responsibilities to record, monitor and report any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff respond enthusiastically to children's interests and support children's good engagement and curiosity in their learning. Staff provide good opportunities for children to develop their communication, mathematical and mark-making skills. Babies eagerly join in with the actions and words they know when staff sing and recite nursery rhymes. Toddlers enjoy drawing round a range of different shapes as they improve their small-muscle skills and learn the names of the different shapes. Older children enjoy using large brushes and chinks to paint the outside walls with water and form large letters and shapes on the ground. Managers monitor children's progress effectively and help to close the gaps in their learning. All children, including those who have special needs, make good progress from their starting points.

Personal development, behaviour and welfare are good

Innovative use of resources and good partnerships with others help children access a rich variety of experiences. For example, children were suitably challenged as they learned a range of pre-tennis skills from a well-qualified outside provider. They improved their coordination and physical skills well as they used small cones to balance, drop and catch a ball. Children have opportunities to practise new skills. Older children help to set the table for lunch and make sure they use the visual clues available. Younger children pour their own water after selecting their individual glasses with their pictures. Children's health needs are well promoted. Lunchtimes are good opportunities for children to discuss healthy foods with staff and extend their understanding of diversity and the wider world. Children explain why they liked pasta and discuss having it at home and on holidays abroad.

Outcomes for children are good

Children are curious, motivated and confident learners with high self-esteem. Children enjoy solving problems. They carefully sort bears by colour and size before weighing them, and this helps to support their developing mathematical knowledge well. Children know that one end of the scales will go down because it is heavier than the other. All children are well prepared for their next stages of learning and the move to school.

Setting details

Unique reference number	EY499880
Local authority	Lewisham
Inspection number	1052310
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	45
Number of children on roll	97
Name of registered person	Little Elms Daycare Nursery Limited
Registered person unique reference number	RP902320
Date of previous inspection	Not applicable
Telephone number	02086584282

Little Elms Daycare Catford registered in 2016. The nursery is one of eight nurseries privately owned by Little Elms Daycare Nursery Limited. The nursery is open from 7.30am to 6pm on Monday to Friday, all year round. The nursery receives funding for free early education for children aged two, three and four years. There are 27 staff. Of these, 14 hold early years qualifications at level 3 and five staff hold qualifications at level 2. There are eight unqualified staff. Of these, three are apprentices and five are bank staff.

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