

Little Lamps Nursery

Sadhu Vaswani Centre, 25 Cricklewood Lane, London NW2 1HP



Inspection date	11 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Working arrangements between the manager and provider are not fully effective. The manager has begun to coach and support staff and identify training needs, but no effective arrangements are in place to support her in her role.
- Children, including those with special education needs or those who speak English as an additional language, are not supported in making as much progress as possible. The staff do not make accurate assessments to fully understand children's levels of achievement. Planning is not sufficiently focused to ensure that children are suitably challenged.
- At times, staff do not consistently manage children's behaviour appropriately.
- Staff do not fully promote the children's listening and speaking skills during group activities for children.
- Although the manager and staff reflect on the provision and share ideas about things they offer for the children, the self-evaluation procedures are not effective enough to provide a clear overview of all aspects of the provision in order to help prioritise areas for development.

It has the following strengths

- Staff are welcoming. Children arrive happily and warmly greet their friends and staff.
- Parents are happy with the nursery and comment on the friendly staff, who keep them updated about what their children have been doing at nursery.
- Children eat nutritious meals and any special dietary requirements are catered for. They exercise and play energetically.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop arrangements to support the manager in carrying out her role, including providing focused supervision and coaching for staff to help them continually build on their practice, to raise the quality of teaching to a consistently good level.	25/03/2019
make accurate assessments of children's progress, including their starting points, and plan effectively to challenge children and build on what they know and can do, to help all children to make consistently good, or better, progress.	25/03/2019

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

- develop staff's understanding of how to consistently manage children's behaviour, including giving clear and consistent messages to children to help them understand what is expected of them
- review and improve the noise levels within the rooms to better support children's listening and speaking skills
- develop self-evaluation procedures further, to help ensure areas for further development are prioritised.

Inspection activities

- The inspector toured the premises and observed the children taking part in activities and evaluated and discussed the impact on their learning.
- The inspector sampled a range of documentation, including records of children's learning and suitability checks of staff.
- The inspector spoke with the provider, manager and staff at convenient times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Claire Boparai

Inspection findings

Effectiveness of leadership and management requires improvement

The weaknesses in communication between the provider and manager mean that the ongoing development of the provision is not as effective as possible. For example, improvements are not always prioritised well and supervision for staff is not effective to help build on their existing skills. The manager holds meetings with staff to share their ideas. However, self-evaluation has failed to identify weak areas of practice to help improve outcomes for all children. Safeguarding is effective. The management and staff have a good understanding of the local procedures that they should follow if they have concerns about a child's welfare. They understand the importance of safety and deploy themselves well to help ensure that the children are fully supervised.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. The staff do not use accurate assessments to target teaching as well as possible to ensure that all activities offer children suitable challenge. This means that staff do not focus activities consistently enough on what children need to learn next to help them make the progress of which they are capable. For example, when children choose to build towers and show ability to count to higher numbers, staff miss opportunities to extend learning or build on their interests as these towers are taken away for tidy time. During group activities, some children become disengaged quickly and become noisy, and this does not help support children's listening and speaking skills effectively. Overall, staff provide children with support for their physical skills. For example, they have attended training to support their awareness of the importance of physical activities. Children have fun as they run outside and climb the inside climbing wall with staff supervision.

Personal development, behaviour and welfare require improvement

Staff do not consistently manage children's behaviour and help them learn the expectations. For example, when some children become boisterous with resources, staff do not consistently remind them of the safety rules. This does not help to encourage the children to behave well. Prior to children starting to attend the nursery, the staff seek information from parents to help children settle emotionally. This includes information about children's routines, likes and dislikes. However, the staff do not gain sufficient information from parents regarding children's previous achievements. This means they are not able to target planning more precisely on children's next steps to help address any potential gaps in learning. Children have a key person to help them settle into the nursery. Children are comfortable with staff and often invite them to play.

Outcomes for children require improvement

Overall, children make adequate progress in their learning. They are confident to explore the activities. However, inconsistencies in teaching mean that not all children make the best possible progress. Generally, children learn a range of skills that help prepare them for future learning, for example at school. For instance, they develop good coordination and have fun as they climb and balance outside and begin to form friendships.

Setting details

Unique reference number	EY550281
Local authority	Barnet
Inspection number	10093729
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	70
Number of children on roll	47
Name of registered person	Little Lamps Nursery Limited
Registered person unique reference number	RP550280
Date of previous inspection	Not applicable
Telephone number	07836565383

Little Lamps Nursery registered in 2017. The nursery is based in the London Borough of Barnet. The nursery is open from 8.30am to 6pm on Monday to Friday, all year round. There are seven members of staff, of these seven six hold a level 2 or above qualification in childcare. The setting is in receipt of funding to provide free early years education for children aged two, three and four years.

This inspection was carried out by Ofsted 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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