

# Little Elms Daycare Greenwich

2-4 Wood Wharf, London SE10 9FL



<b>Inspection date</b>	10 May 2019
Previous inspection date	10 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- Partnerships between parents and staff are effective. For instance, staff keep parents well informed about their children's progress and well-being, and involve them in planning children's next steps in learning.
- Children make good progress in their learning and development. They acquire the knowledge and skills they need to succeed in their future learning, including when they move to school.
- Children arrive eager to learn and are happy and settled. A strong key-person system helps children to form secure attachments with staff. Children are confident to ask for help and share ideas. Staff model language well and extend children's vocabulary by asking questions and instigating discussions.
- The manager ensures that all staff have a strong understanding of how to keep children safe. A robust risk assessment process ensures the environment is secure.
- Children are independent and curious learners. They have many opportunities to lead their own play and explore their ideas in a well-resourced and stimulating environment. This enables children to feel confident to take risks and make their own decisions.
- The manager is dedicated to children's success, and evaluates the quality of the provision well. She takes account and acts on the views of staff, parents and children to improve the outcomes for children. She sets challenging and realistic targets for improvement.
- There is a process in place to manage the performance of staff, although best use is not made of this to drive improvement to an even higher level.
- Staff provide a wide range of well-structured activities for children. However, at times, staff do not organise all activities effectively to support children's learning, for example the transitions from inside to outside play.

## **What the setting needs to do to improve further**

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

- make better use of performance management to help drive improvement in staff practice to the highest level
- review the organisation of routine activities to ensure children are continuously engaged.

### **Inspection activities**

- The inspector undertook a tour of the setting.
- The inspector observed the quality of teaching during activities and assessed their impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector viewed documentation during the inspection, including safeguarding policies, staff suitability checks, children's tracking documents and the setting's main policies and procedures.
- The inspector spoke with parents and took account of their views.

#### **Inspector**

Laura Rathbone

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager uses robust safer recruitment procedures and offers continual support to all staff in managing any safeguarding issues, which helps to keep children safe. Staff have a good knowledge of the wider aspects of safeguarding, such as recognising where children are at risk of harm. The manager uses a strong and regular self-evaluation system to make improvements. She takes into account the opinions of staff, parents and children to improve aspects of the practice further. The manager has established strong partnerships with parents, giving them many opportunities to play an active role in their children's learning. Parents speak highly of the staff and the setting, and value having their opinions and ideas listened to. For instance, after feedback from parents, the arrangement of circle time with the older children has been adapted. This has allowed learning opportunities to be differentiated according to the age groups and abilities of the children.

### Quality of teaching, learning and assessment is good

Passionate and enthusiastic staff teach children well. They support children of different abilities to develop their communication and language skills through a range of different activities. For instance, during group music time, younger children are given wooden spoons with pictures on them, so that they can choose which song they would like to sing. This contributes to children being confident to make their own decisions and be actively involved. The manager monitors the quality of assessment and the progress that individual children and groups of children make. Staff then work closely together and use this information to plan activities that cater for the individual needs of the children. Children have the freedom to explore in their own ways and staff adapt activities to support this freedom. For example, children showed great curiosity and enjoyment during a painting activity where they started to paint their own hands and arms.

### Personal development, behaviour and welfare are good

Relationships between staff and children are good and children behave well. Staff offer a great deal of support as young children develop an understanding of sharing, taking turns and showing consideration for others. This has contributed to children showing care towards their friends and has created a nurturing and friendly atmosphere felt throughout. Staff encourage children to do things for themselves and children take great pride in making their own choices and taking care of themselves. Children have many opportunities to learn about themselves and each other. For example, staff have created an area with a large map, where children can see all the different countries that their families originate from.

### Outcomes for children are good

Children are confident and show that they are thoroughly motivated learners who make good progress from their starting points. They are well prepared for school, when the time comes. Children are strong communicators and enjoy sharing ideas and suggestions with their friends and teachers. Older children enjoy demonstrating their knowledge in literacy by recognising the different letters and sounds from story books they are looking at.

## Setting details

<b>Unique reference number</b>	EY478721
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10105079
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	83
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Little Elms Daycare Nursery Limited
<b>Registered person unique reference number</b>	RP902320
<b>Date of previous inspection</b>	10 May 2016
<b>Telephone number</b>	02037647007

Little Elms Daycare Greenwich registered in 2014. It is situated in Wood Wharf in the Royal Borough of Greenwich. The nursery opens each weekday from 7.30am to 6pm, for 52 weeks of the year. There are 28 members of staff who have an extensive range of qualifications, including early years teacher qualification, degrees in early childhood studies, foundation degrees at level 5, and level 4 qualifications in early years and management. Others are qualified at level 3 and level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

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