

# Inspection of Little Lamps Nursery

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

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Inspection date: 4 September 2019

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The new manager has worked hard to improve the standards of care and learning in the nursery. Changes to the indoor and outdoor areas mean that children play and learn in a calm, well-organised environment and can choose from a wider range of resources. However, weaknesses in leadership and management remain.

Staff plan a good range of interesting and stimulating experiences to cater for children of different ages and abilities. They listen to children and respond to their interests. For instance, when children found ants in the garden, staff supplied magnifying glasses so children could observe them more closely. However, occasionally staff miss opportunities to extend children's learning further, for example by asking questions.

Children enjoy their time at nursery and develop close bonds with the caring staff. They are eager to learn and concentrate well. For instance, a group of older children worked together to build a wall for the toy Humpty Dumpty. They delighted in sharing their counting skills and helping each other to complete the task.

Staff help children to manage their feelings and behaviour, and teach them how to keep themselves safe. For example, staff explain why children must walk sensibly when going out into the garden.

### **What does the early years setting do well and what does it need to do better?**

- The management committee does not have a robust understanding of changes to be notified to Ofsted. They have not notified Ofsted about all members of the committee, so that the required suitability checks can be completed.
- The manager has introduced good systems to support staff's professional development. For instance, she observes staff working with the children and gives feedback on their performance. This has helped raise teaching to a good standard. However, the manager reports that the management committee does not provide consistent and effective support to help her manage her workload. Therefore, she has insufficient time for tasks such as staff supervision, to help improve staff skills more rapidly.
- The system for inducting new staff ensures that staff understand safeguarding requirements, however some staff say that it did not give them a clear understanding of their roles when they joined the provision.
- The manager and staff have high expectations for all children, including those who speak English as an additional language. They understand how to adapt activities so that they are suitable for children at various stages in their learning. For example, staff provide different resources for older and younger children to

practise making marks. However, staff sometimes miss opportunities to extend children's learning as well as possible.

- The manager has developed some ways to share information on children's learning with parents, such as a display on the nursery 'book of the week'. However, some parents were unsure of what staff were teaching their children and how they could support this at home.
- Staff develop close bonds with the children and support their physical and emotional needs well. Children show that they feel secure and confident at nursery, they play independently and interact assertively with adults and other children.
- The manager has helped staff to gain a secure understanding of how children learn and develop. Staff know the children well. They assess their development when they join the nursery and regularly check on their skills and knowledge. Staff use this information well to plan for what children need to learn next.
- Children make good progress and learn a broad range of skills to prepare them for starting school. They enjoy group activities, such as singing and listening to stories, which help to develop their vocabularies, speech and listening skills.
- Children learn to make healthy choices at mealtimes and enjoy being physically active in the nursery garden, which helps to enhance their health and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Some members of the committee have not had the required suitability checks completed by Ofsted. However, they do not work directly with children, therefore there is no significant risk to children. The manager provides regular coaching to help staff understand a broad range of safeguarding issues. Staff know the signs which might indicate a child is at risk of harm and are confident about what to do if they have concerns about a child's welfare. Staff assess the indoor and outdoor areas each day to identify and minimise any risks to children's safety.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
strengthen leaders' understanding of the early years register requirements, and ensure that any notifiable changes are reported to Ofsted within the required time frame	26/09/2019

develop arrangements to support the manager in carrying out her role, including providing focused supervision for all staff to help them continually build on their practice.	04/10/2019
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**To further improve the quality of the early years provision, the provider should:**

- develop further the induction systems for new staff, to ensure that they have a clear understanding of their individual roles and responsibilities
- ensure that all staff consistently extend children's learning and help them to build on what they already know
- build on the methods used to share information on the curriculum and planning with parents, to help them support their children's learning and development at home.

## Setting details

<b>Unique reference number</b>	EY550281
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10098152
<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>	2 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Little Lamps Nursery Limited
<b>Registered person unique reference number</b>	RP550280
<b>Telephone number</b>	07836565383
<b>Date of previous inspection</b>	11 February 2019

## Information about this early years setting

Little Lamps Nursery registered in 2017. The nursery is open from 8.30am to 3.30pm from Monday to Friday, all year round. There are nine members of staff, of whom four hold a relevant childcare qualification. One staff member has qualified teacher status and three are qualified to level 3. The setting is in receipt of funding to provide free early years education for children aged three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

### Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager and the nominated person. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents to assess their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's records.
- The inspector carried out joint observations with the manager.

We carried out this inspection 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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