

# Little Learners In the Park



Durnsford Recreation Ground, Wellington Road, LONDON SW19 8EY

<b>Inspection date</b>	24 April 2019
Previous inspection date	9 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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

- Induction training is not sufficiently robust. Managers do not ensure that all staff, including temporary staff, are trained to understand the setting's safeguarding policy and procedures. The monitoring of staff practice is not fully focused, to help staff strengthen their skills and raise the quality of their teaching to a higher level.
- While there are some arrangements to support children with special educational needs and/or disabilities (SEND), these are not implemented consistently to help all children to make the best possible progress in their learning.
- The key-person system is not fully effective. Key persons do not share information well enough with the team, to ensure that all staff have an awareness of children's care and development needs. This has an impact on children's learning and emotional well-being as they do not always get benefit from consistent support.
- The systems for self-evaluation are not sufficiently robust to ensure improvement is consistently sustained.

### It has the following strengths

- Children are supported to appreciate diverse traditions. Staff help them to develop their understanding of differences between themselves and others.
- Children have opportunities to develop their language skills. For example, staff ask children questions and encourage them to take part in conversations.
- Staff work closely with parents and share information on their children's achievements.

## 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
strengthen induction procedures to ensure that all staff, including those who are part time and temporary, have a secure knowledge of safeguarding and are competent to maintain teaching practice to a consistently good level	15/05/2019
ensure that the arrangements to support children with SEND are highly effective and help all children to make the best possible progress	15/05/2019
strengthen the key-person system to ensure all staff have an awareness of children's emotional and learning needs, to consistently provide children with the right level of care, support and challenge.	15/05/2019

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

- make more effective use of self-evaluation to address areas of weakness swiftly and with more accuracy, to improve outcomes for children.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held discussions with the manager, deputy manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

**Inspector**  
Jane Franks

## Inspection findings

### Effectiveness of leadership and management requires improvement

Systems for evaluating the quality of the provision are not rigorous enough. Managers do not ensure that induction procedures are fully robust. Some temporary part-time staff do not have a secure understanding of the setting's policies and procedures with relation to safeguarding. Nevertheless, this does not have a significant impact on children's welfare as they do not have unsupervised contact with the children. All staff know how to identify signs that may indicate a child is at risk of harm. They complete regular risk assessments to identify potential hazards and keep children safe. Safeguarding is effective. Although managers provide staff with some support, they do not monitor their practice precisely enough to ensure they receive the necessary coaching and guidance to help them improve their skills and knowledge. Managers monitor children's progress and identify some areas to improve, including implementing new ideas to raise boys' interest in writing.

### Quality of teaching, learning and assessment requires improvement

Although key persons regularly assess children's learning and know them well, they do not share this information with other staff well enough to fully support children's emotional needs and to ensure they are consistently challenged in their learning. This has an impact on the progress children make. For example, occasionally some staff do not address sharing issues swiftly enough as they are not fully aware of individual children's emotions. At times, this interrupts children's learning. Staff sit with children and talk to them, although at times, they miss opportunities to extend learning; for instance, to encourage children to think about shape and number. In contrast, when children spend time with their key person, they show higher levels of involvement and staff extend their learning effectively. For example, children use diverse objects to transport items, which helps to develop their small-muscle skills needed for writing.

### Personal development, behaviour and welfare require improvement

Staff have close bonds with children and praise their achievements. However, on occasion, children are eager to take part in activities and show frustration when they are not able to do so. For example, they ask to join in group activities and staff do not provide the available space for them to take part. That said, children are happy and generally move around with confidence. They practise their physical skills and negotiate space around them. Staff support children to become independent in addressing their self-care needs, such as preparing themselves to go outside. Staff have close links with the local school and other settings that children attend to help complement children's learning.

### Outcomes for children require improvement

Children steadily acquire the basic skills required in preparation for school. However, due to inconsistent teaching and support from staff, not all children, including those with SEND, consistently make good progress in their learning. That said, children begin to show an interest in writing and share books with their friends in the cosy area. They use their imaginations, share their ideas and enjoy singing sessions.

## Setting details

<b>Unique reference number</b>	138209
<b>Local authority</b>	Merton
<b>Inspection number</b>	10072417
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Little Learners Two
<b>Registered person unique reference number</b>	RP906856
<b>Date of previous inspection</b>	9 March 2016
<b>Telephone number</b>	07749 899976

Little Learners In the Park registered in 2000. The setting operates at Durnsford Recreation Ground, in the London Borough of Merton. The nursery is open each weekday between 9.15am and 3pm, during term time only. The setting employs eight staff, all of whom hold appropriate early years qualifications at level 3. The nursery receives funding for the provision of free early 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

