

# Inspection of Little Elms Daycare Shirley

Doctors Surgery, 2 South Way, Croydon CR0 8RP

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Inspection date: 10 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children build very close relationships with their key person. They demonstrate that they are emotionally secure and feel safe. Babies who have recently been away from the setting settle well. On occasion, when they do become upset, practitioners are swift and effective in settling them again with cuddles and providing their own comforter from home. All staff, including leaders and managers, have high expectations for all children. They provide activities based on their secure understanding of the children's current skills and how to extend this further. For example, in the garden a 'potion' area has been created to better support children's mathematical and investigation skills. They learn new words such as 'half-full', 'checklist' and 'recipe' as they add ingredients to their potions and mark them off their list.

Children's behaviour is well supported. They are asked questions such as 'do you think there is someone closer, who can reach it for you?' to help them find solution to their frustration as they try to collect resources that are out of reach. Babies and toddlers are supported with simple signs and visual aids to help them communicate their needs.

The provider has increased electronic communication with parents to ensure information sharing with parents is maintained while they are unable to enter the setting, in light of the COVID-19 (coronavirus) pandemic.

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

- Practitioners provide an ambitious curriculum based on their understanding of what the children already know and can do. They use this to plan and carry out challenging and exciting experiences for all children. Babies who have just learned to walk develop their balance as practitioners provide them with a football to try pick up from the floor while standing.
- Supporting children's communication and language skills is a strength of the setting. Younger children learn new words such as 'up', 'down' and 'turn-around' as practitioners guide them through completing a jigsaw. In the pre-school, room children learn about dinosaurs through stories and role play. Practitioners teach them about 'herbivores' and 'carnivores' as they look at books together.
- Children with additional needs receive high levels of support. All practitioners fully understand their needs and how to meet them. The special educational needs coordinator works in partnership with a wide range of agencies to access tools and training to improve her knowledge about the children's individual needs. This allows her to support, coach and guide all other staff in the setting. As a result, children with additional needs make good progress in their development.

- Members of the management team use additional funding very well. They provide resources for funded two-year-olds and those receiving early years pupil premium, to develop their personal, social and emotional skills. For example, they have purchased activities that are completed in small groups to encourage children to build relationships and work together.
- The highly effective key-person and buddy system ensures children receive consistent, high-quality care and education when their key person is absent. Practitioners work well together to ensure a continuous approach to supporting children's individual needs. Toddlers who are new to the room continue to settle well because their key person buddy fully understands how to support them.
- Parents speak highly of the setting. They state that the consistent staff team has allowed them to build strong, trusting relationships with the practitioners in the setting. Parents share that they continue to feel involved in their children's learning, despite not being able to enter the setting. They say this is because of the improvements in communication during the COVID-19 pandemic.
- Leaders and managers support practitioners well in their professional development. They implement effective systems to monitor, support and role model practice with their team. Managers regularly assess the opportunities that are planned to extend children's current next steps in their learning and how well practitioners implement these. As a result, most practitioners provide highly stimulating and challenging learning opportunities for their key children. There are occasions where some practitioners place more focus on what children enjoy playing with, rather than what they can learn from their play.

## **Safeguarding**

The arrangements for safeguarding are effective.

Members of the management team have created a positive culture of safeguarding across the setting. They have ensured that all staff have the knowledge and understanding of reporting procedures and action they should take if they are concerned about the welfare of a child. There are effective risk assessments in place where staff check the environment daily to ensure children are safe. Children learn to assess and manage their own appropriate risks with support from their key person. There are effective systems in place for the monitoring and recording of accidents.

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

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

- strengthen the systems for monitoring and coaching staff practice to guide practitioners who may be less experienced or less confident to meet the already high-quality standard of education offered in the setting.

## Setting details

<b>Unique reference number</b>	EY489229
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10197573
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	119
<b>Name of registered person</b>	Little Elms Daycare Nursery Limited
<b>Registered person unique reference number</b>	RP902320
<b>Telephone number</b>	02382022462
<b>Date of previous inspection</b>	22 October 2019

## Information about this early years setting

Little Elms Daycare Shirley registered in 2015. It is located in the London Borough of Croydon. The nursery opens each weekday from 7.30am to 6pm, for 52 weeks of the year. The provider employs 34 staff. Of these, 23 have early years qualifications ranging from level 2 to an early years degree. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Danny Lydon

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together.
- Staff spoke to the inspector about the activities they were providing for the children.
- Children spoke to the inspector about what they like most about the setting.
- The inspector observed staff practice and followed the experiences of children in the setting.
- Parents shared their views about the setting with the inspector.

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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