

# Inspection of Little Elms Daycare Beckenham 2

Little Elms Daycare Nurseries, 28a, Beckenham, Kent BR3 4LS

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Inspection date: 29 June 2021

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

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

### **The provision is inadequate**

Although there are significant weaknesses in safeguarding arrangements, children appear happy and feel content in the nursery. They are eager to choose an activity that interests them once they arrive. Leaders of the nursery have a strong drive to improve and set high expectations for all children's learning. However, this vision is not shared by all staff. Some staff do not know what children need to learn and why. As a result, they do not provide a well-designed and ambitious curriculum to help all children make the progress that they are capable of. Despite these weaknesses, most children demonstrate a positive attitude to learning. For example, older children maintain high levels of concentration and engagement while discussing behaviour expectations. Most of them talk confidently and contribute well to group discussions. Toddlers show high levels of independence while eating with cutlery. In addition, they enjoy practising their mark-making skills, using a range of resources. Babies are curious. They move around confidently in the play areas, exploring toys and finding out how things work. Children are sociable, have formed lasting friendships in the nursery and feel secure to some extent.

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

- Staff do not consistently follow and implement the nursery's safeguarding policies and procedures. They fail to use risk assessment effectively to remove potential hazards in the learning environment to keep children safe. In addition, they do not deploy themselves well to supervise children's play. This means that children's safety cannot be assured.
- Some staff working with children do not fully understand their roles and responsibilities. They are unclear about their duty to safeguard children who may be at risk of extremist views and behaviour. This means that some staff may not be able to identify and act appropriately when there are concerns about a child's welfare.
- The arrangements for the supervision, training and support of staff are not fully embedded in practice. The newly appointed manager demonstrates a strong commitment to improve. She has identified areas to improve and is working hard to address significant gaps in the provision. However, it is too early to know if measures taken will help drive improvements and raise standards in the provision.
- The quality of education is inconsistent. Some staff working with children do not have a secure understanding of the different areas of learning within the early years foundation stage framework. They provide activities just to occupy the children rather than challenging them to build on the knowledge they already know. In addition, they do not interact effectively with children to help extend their learning. As a result, planned activities do not always meet children's ages

and stages of development. This means that not all children make the progress that they are capable of.

- Staff spend time getting to know the children well and build secure attachments. Staff working with the youngest children provide appropriate cuddles and comforters to reassure them when they become unsettled. In addition, staff communicate well with parents about children's care routines to help meet their needs. This contributes positively to children's emotional well-being.
- Some staff use their knowledge and skills well to support children's learning. They ask effective questions to help children think and respond. In addition, they use engaging teaching techniques, such as sign language, to help children whose speech is not well developed to understand and participate in activities. This builds successfully on children's communication and language development.
- Children learn to behave well. Staff give clear rules and expectations for behaviour and encourage children to share and take turns. In addition, they engage in meaningful discussions with children about different emotions and encourage them to talk about how they feel. This helps children to manage difficult situations well and understand the difference between right and wrong.

## Safeguarding

The arrangements for safeguarding are not effective.

Some staff working with children do not place high regard on their safety. They fail to use risk assessment effectively to remove any potential risks to children's safety. For example, although staff identified a potential choking risk in the youngest children's room, they failed to remove this to keep the children safe. In addition, staff failed to deploy themselves well to supervise children's play. These failures led to a significant incident in the nursery. Moreover, some staff working with children are unclear about their responsibilities under the 'Prevent' duty. These weaknesses compromise children's safety. Most staff are able to identify the signs and symptoms that may indicate a child is at risk of harm. However, they do not ensure their knowledge of safeguarding and child protection is fully embedded in their everyday practice.

## 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>
ensure risk assessment is effective and takes into account anything that a child may come into contact with, to help keep children safe	26/07/2021

ensure staff are deployed well to supervise children's play and ensure their safety	26/07/2021
ensure all staff working with children understand their roles and responsibilities in safeguarding	21/12/2021
establish an effective system for the supervision of staff which provides appropriate coaching and training, to improve their knowledge and understanding, and raise the quality of the provision to consistently good levels	21/12/2021
ensure all staff understand the curriculum intent and provide challenging activities and learning experiences in order for all children to make consistently good progress across all areas of learning.	21/12/2021

## Setting details

<b>Unique reference number</b>	EY482573
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10199008
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	136
<b>Name of registered person</b>	Little Elms Daycare Nursery Limited
<b>Registered person unique reference number</b>	RP902320
<b>Telephone number</b>	02037807107
<b>Date of previous inspection</b>	4 October 2018

## Information about this early years setting

Little Elms Daycare Beckenham 2 registered in 2014 and is located within the London Borough of Bromley. The nursery is open from 7.30am until 6pm Monday to Friday, all year round, except for bank holidays. It employs 25 members of staff who work directly with children, 15 of whom hold appropriate early years qualifications at levels 2 and 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

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## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspection was carried out following Ofsted's risk assessment into a notification received from the provider.
- A joint observation was conducted by the inspector and the manager, and discussions were held about children's learning.
- The inspector spoke with parents, staff and children and took their views into account.
- The inspector observed staff's interaction with children, and assessed the impact this has on children's learning.
- The inspector conducted a learning walk with the manager of the nursery.
- Documents such as staff suitability and paediatric first-aid qualifications were viewed by 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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