

Inspection of Little Elms Daycare Lee

84 Handen Road, LONDON SE12 8NR

Inspection date: 8 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children settle extremely well in this calm and supportive environment. Staff recognise the impact that COVID-19 (coronavirus) restrictions have had on children's personal, social and emotional development. As such, when children first start, they have their settling-in sessions on quieter days to spend quality time getting to know their key person.

Children have a wide range of opportunities to practise their independence skills and self-confidence. They make choices and explore activities, and persist to complete these themselves before asking staff for support. Children receive high levels of praise and reward for their achievements. Children are confident and have a very positive attitude towards their learning.

Children's behaviour is exemplary. They fully understand the rules and boundaries of the setting and consistently follow them. Older children remind each other how to be safe in the garden. For example, they talk about making sure they look forward when running so they do not 'crash into someone'.

Staff skilfully recognise when children require extra support. They put in effective measures for this. For instance, staff successfully communicate with children who learn English as an additional language by using familiar words from home alongside English. All children benefit from warm interactions with staff and are becoming good communicators.

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

- Leaders and managers have high expectations for what they want children to gain from their time at the setting. The manager's clear focus on developing staff's understanding of how to support children's personal, social and emotional needs is highly effective. He effectively role models behaviours and interactions with children to support his team in delivering the standard of care he expects.
- The curriculum for children in the setting is ambitious. Staff have a clear understanding of what children already know and can do. In most cases, staff use this knowledge well to extend children's learning and challenge their thinking. Staff pose increasingly complex problems to the oldest children to solve, as they prepare for school. For example, staff ask children, 'If we had 25 children and one more comes in, how many will we have now?' Children correctly respond '26'.
- Occasionally, staff working with younger pre-school and toddler-aged children focus too intently on a single aspect of the activities they provide. For example, in outdoor construction activities, staff emphasise children's developing language of colours but do not help them to extend their imagination and development of

small muscles.

- Children have ample opportunities to develop their physical skills. Babies demonstrate their coordination and balancing capabilities. They climb steps, turn around and slide down equipment independently. Older children ride bikes and scooters with care. They skilfully avoid obstacles as they follow the track around the garden.
- Staff implement clear daily routines across the setting. Pre-school children share their understanding of these by explaining when it is time to tidy up and why it is important to do this. They link this to their experiences at home and take pride in talking about how they tidy up their own room at home.
- Children with special educational needs and/or disabilities are well supported. Staff engage well with the agencies that support them. They plan for children using the targets set and implement these well to help them progress. For example, staff build on support children receive from speech and language therapy, with activities using repetition of key words and letter sounds to build on their speaking skills.
- Parents speak very highly of the setting. They value the support and guidance they receive from staff, particularly in helping them to understand how to potty train successfully. Parents comment on the strong relationships between staff and their children and that they feel fully included in their children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have created a positive safeguarding culture across the setting. All staff are confident in recognising when children may be at risk of harm or exposed to radical and/or extremist views. There are clear reporting procedures for staff who may have concerns about children's safety and welfare, and all staff are aware of these. The manager has considered the local area and risks to children and their families. For example, they are aware of risk related to criminal exploitation, such as county lines. The setting is appropriately risk assessed and staff promote children's understanding of how to keep themselves safe exceptionally well.

What does the setting need to do to improve?

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

- enhance staff's teaching to help them use their knowledge of younger children's development to provide them with more challenge to extend their learning.

Setting details

Unique reference number	EY417692
Local authority	Lewisham
Inspection number	10198202
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	134
Number of children on roll	221
Name of registered person	Little Elms Daycare Nursery Limited
Registered person unique reference number	RP902320
Telephone number	02088 527439
Date of previous inspection	17 August 2017

Information about this early years setting

Little Elms Daycare Lee is part of the Little Elms Daycare Nursery Ltd group and registered in 2010. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery is located in the Lee area of the London Borough of Lewisham. It is open from 7.30am to 6pm, Monday to Friday, all year round. There are 31 staff working directly with the children. Of these, two have qualifications at level 6 and 21 have qualifications at level 2 or level 3.

Information about this inspection

Inspectors

Danny Lydon
Rebecca Hurst

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in the evaluation of the provider.
- The manager and inspectors completed a learning work together.
- Parents spoke to the inspectors and shared their views about the setting.
- Children shared their experiences with the inspectors.
- The inspectors observed staff activities and interactions with the children.
- A meeting was held with the manager and the inspectors to discuss the leadership and management of the setting.

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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