

Inspection of Little Elms Daycare Sydenham

246 Perry Hill, LONDON SE6 4HD

Inspection date: 17 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children settle quickly in this warm and welcoming setting and develop close bonds with staff. They arrive happily, smiling as staff greet them at the door. Babies reach out in excitement for cuddles and older children are eager to share things they have been doing at home with their key persons.

All children benefit from a well-structured and ambitious curriculum that staff carefully tailor to their individual learning and developmental needs. The learning environment attracts and encourages curiosity and inspires children's learning. Toddlers enjoy sand play as they try out different types of spades and scoops to see which works best to fill their buckets. Older children show delight while experimenting with the marks they can make with chalk on surfaces with different textures. They use words such as 'bumpy' and 'smooth' to describe the marks they make to staff. Children who speak English as an additional language receive the support they need to develop their communication skills. They develop confidence in both English and their home languages.

Children respond well to staff's very high expectations for their behaviour. They understand the clear, age-appropriate rules and boundaries staff explain to them. Children follow staff's modelling of the expected behaviours and swiftly respond to a gentle reminder. Children behave very well and are respectful of each other and the setting.

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

- Leaders evaluate practice accurately. They regularly spend time working alongside staff in the rooms to demonstrate practice and lead by example. There is a consistent approach to staff's professional development and training that focuses on the leaders' and manager's understanding of their teams. The staff continue to make significant improvements since the previous inspection.
- Staff support children's communication and language development well. The use of repetition and short simple instructions effectively support babies and younger children to develop new vocabulary and understanding. Staff occasionally use language such as 'happy', 'smile', and 'sad' with older babies who are beginning to show an understanding of this. However, sometimes staff do not extend and build on this understanding of emotions and feelings.
- Babies confidently explore and challenge their physical capabilities, such as cruising along furniture and taking their first steps. Staff are on hand nearby to support them but do not over-direct them or immediately step in when children tumble. They encourage the children to pull themselves up and continue. From an early age children are learning to be resilient to challenges that may occur.
- Children with special educational needs and/or disabilities (SEND) receive high

levels of support. Staff understand their unique needs and how to meet these. For example, they know that some children with SEND may not manage well during group circle time activities. Therefore, they provide them with a one-to-one version of the same activity, where the key person can tailor the experience to the children's individual needs.

- Older children learn to solve problems and think critically. Generally, staff use a range of questions that encourage children to think about their answers. For instance, when children create drawings of their family members, staff ask, 'Tell me about mummy's hair, what is it like?' However, there are times when staff use questions that require an answer of 'yes' or 'no'. As a result, some children are not challenged to think as critically as other children.
- Children are highly respectful of each other and take turns and share very well. For example, they recognise that other children may be playing with a resource that they would like to play with. They ask the other children, 'Please will you let me know when you are finished with your turn so that I can have a turn?' Staff effectively use praise and reward to extend this even further.
- Parents speak very highly of the setting. They feel very involved in their children's learning and development and praise staff for the progress their children have made. Parents discuss how they continue to see significant developments in all aspects of the setting. They comment on the communication from the manager and on the changes to the learning environment.

Safeguarding

The arrangements for safeguarding are effective.

The management team ensures all staff have access to up-to-date training in safeguarding and child protection. They regularly test staff knowledge to ensure the training has been effective in improving staff understanding. Staff recognise children who are at risk of or suffering from abuse, or when children may be exposed to radical and extremist views. They know how to report their concerns and make referrals to the relevant agencies, should they need to. Risk assessment across the setting is effective. There are robust procedures for the management of allergies and for keeping children safe at mealtimes.

What does the setting need to do to improve?

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

- extend the language used to support children's understanding of feelings and emotions, particularly the youngest children who show they are ready for this next step
- enhance children's ability to solve problems and think critically.

Setting details

Unique reference number	EY440075
Local authority	Lewisham
Inspection number	10197758
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	88
Name of registered person	Little Elms Daycare Nursery Limited
Registered person unique reference number	RP902320
Telephone number	02086999481
Date of previous inspection	20 May 2021

Information about this early years setting

Little Elms Daycare Sydenham registered in 2012. It is located in Sydenham in the London Borough of Lewisham. The nursery is open each weekday from 7.30am to 6pm, for 52 weeks of the year, except for bank holidays. It receives funding for the provision of early years education for children aged two, three and four years. The nursery employs 21 staff, including the manager. There are 14 staff who hold appropriate early years qualifications.

Information about this inspection

Inspector

Danny Lydon

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Parents spoke to the inspector and shared their views about the setting.
- The inspector observed staff in their play with the children and spoke to them at appropriate times about their practice.
- The manager and inspector observed practice together.
- The inspector held a meeting with the manager, deputy manager and area manager.
- The inspector viewed documentation that was relevant to the inspection.
- The manager and inspector completed a learning walk together.

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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