

Inspection of Little Elms

Little Elms, Cooks Road, Elmswell, Bury St.Edmunds IP30 9BX

Inspection date:

19 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the nursery happy and settle well with the support of their key person. Due to the COVID-19 pandemic, parents are unable to enter the premises. Nevertheless, as children are greeted by familiar faces, they enter with ease. They are keen to join in with activities, such as playing musical instruments and listening to stories. However, children do not make the progress that they are capable of in their communication and language development. For example, younger children do not have enough support to practise new words or respond to questions during interactions with others.

All children, including those with special educational needs and/or disabilities (SEND), enjoy time to explore the outdoors. For example, they develop their physical strength and coordination while lifting and carrying equipment in the garden. Children who have specific physical needs are supported well to ensure they can take part and do not sustain injuries.

Children make choices and know where to find toys to extend their play. For example, they find extra food props to add to their imaginary meal before serving it on plates. Older children follow guidance and understand appropriate expectations for behaviour. With support, they share toys and help to tidy up before moving on to new activities.

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

- The management committee, as the registered provider, does not have adequate systems in place to inform Ofsted of changes to the committee. As a result, Ofsted has not been provided with the information required to check the suitability of some committee members. However, the impact on children is minimised because committee members do not have unsupervised contact with children.
- The manager and staff recognise that some children have fallen behind in their communication and language development during the COVID-19 pandemic. Although staff understand the communication skills they want children to learn, they do not consistently focus on these during interactions. For example, staff often ask children too many questions in quick succession and do not give them time to speak for themselves. At times, this leads to children becoming unresponsive and quiet.
- Staff take time to build on children's interests and often introduce new objects to extend their understanding of the natural world. For example, when children explore a seashell, staff show them how hold it to their ear to listen to the sound it makes. Later, children look at books which are based on a similar theme. This helps children to begin to make secure connections in their learning.

- The setting's special educational needs coordinator (SENCO) works well with parents and other professionals to acquire a secure understanding of children's individual needs. When professional support has been more difficult to access during the COVID-19 pandemic, the SENCO has made effective use of other assessment tools and guidance. This helps to make sure that children with SEND continue to access all aspects of the curriculum and make good progress.
- Parents speak positively about the setting and staff. They feel that their children are well cared for. During the COVID-19 pandemic restrictions, staff continued to provide support for children who did not attend. For example, they made regular phone calls and shared activity ideas online. This helped parents to understand their children's development and how they could support their learning at home.
- The manager has some processes to help monitor the quality of staff practice. She provides support to the staff team, including through regular supervision meetings. The manager considers staff's well-being sensitively and promotes this well. However, the monitoring and support are not fully effective. This means that some weaknesses in practice are not identified and addressed to ensure that children consistently receive good-quality interactions from staff.
- Children's health and welfare are promoted. Staff use appropriate hygiene practices to help maintain children's well-being. They ensure that care practices, such as nappy changing, are enjoyable and relaxed experiences for children. They talk to older children about the importance of washing their hands regularly and encourage them to do this independently.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of how to identify and manage concerns about a child's welfare. Staff are provided with updated information about wider safeguarding issues. For example, they understand the importance of monitoring a child's attendance and know when patterns of non-attendance may cause a concern. Thorough recruitment procedures ensure that only suitable people work directly with children. Although Ofsted has not been informed of all changes to committee members as required, a Disclosure and Barring Service check is completed as part of the suitability process.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

provide Ofsted with information about individuals who make up the management committee to enable necessary suitability checks to be carried out	03/12/2021
improve the implementation of the curriculum so that children benefit from appropriate experiences linked to the next steps in their learning, with specific reference to communication and language development.	17/12/2021

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

- extend opportunities for leaders and managers to monitor the performance of staff and offer coaching and development to help raise the quality of education.

Setting details

Unique reference number	EY420834
Local authority	Suffolk
Inspection number	10206873
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 9
Total number of places	42
Number of children on roll	62
Name of registered person	Little Elms
Registered person unique reference number	RP530324
Telephone number	07947167701
Date of previous inspection	27 April 2017

Information about this early years setting

Little Elms registered in 2011. It is located in Elsmwell, Suffolk. The setting employs 18 members of childcare staff. Of these, 14 hold an appropriate early years qualification at level 2 or above. One member of staff holds qualified teacher status. The setting opens Monday to Friday. During school term times, pre-school sessions operate from 8.45am to 3.15pm. A breakfast club is offered from 7.45am to 8.45am and an after-school club from 3pm to 6pm. During some school holidays, the setting operates from 7.45am to 6pm. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sarah Clements

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views with the inspector in discussion and the inspector took these into account.
- The inspector looked at relevant documents and reviewed evidence of the suitability of all persons working at 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021