

# Inspection of Little Lamps Nursery

Sadhu Vaswani Centre, 25 Cricklewood Lane, London NW2 1HP

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Inspection date: 6 December 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children thrive in this nurturing environment. When children arrive in the morning, they are greeted by staff with a smile and immediately made to feel welcome. Parents speak highly of the warmth of the staff and the regular communication between home and nursery. Children are well prepared for the next stage of their learning. They set the table, change their shoes, take off their coats and serve themselves at the table. Opportunities, such as these, contribute towards developing children's independence and increasing their self-confidence. Children are taught to be kind and caring towards each other. They ask their friends if they would like help with a puzzle or offer a hug to their friends. Children understand how to build positive relationships and care for others.

Children use their knowledge of prior experiences well. For example, they discuss how they will reach a balloon to spray it with water. They are proud of themselves, when they ask a staff member to help them get a crate to stand on to reach the balloon. This is one way that children show their developing problem-solving skills. Children learn how to interact positively and respectfully from watching the way that the staff work closely as a team. Children behave well. Staff speak to children in a calm and warm manner and this is reflected in the way that children interact with each other.

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

- The manager has clear expectations for the communication and language curriculum. Staff immerse children in a wide range of vocabulary throughout the day. They model language to them that they may not hear in everyday life. For example, staff describe a toy hedgehog as having 'sharp, prickly spikes'. This ensures that children develop a rich vocabulary.
- At times, staff do not ask interesting questions or give children the time they need to think through their answers. The manager is aware of this and has started to support staff. However, inconsistencies remain and staff are still not fully confident in implementing the curriculum aims for communication and language.
- Staff sing many songs throughout the day, which children join in with enthusiastically. Staff plan opportunities throughout the day for children to enjoy listening to stories. This supports children in their language development, as well as encouraging them to develop a love of books.
- Staff plan many opportunities to encourage children's physical development. Children enjoy activities, such as making sandcastles and hanging ornaments on a Christmas tree, as they practise using their small hand muscles. They ride bikes, jump on the trampoline, throw and catch balloons and enjoy a variety of other good opportunities to use their larger muscles.

- Staff confidently explain the progress their key children make and what their next steps are. They plan successfully, to help them achieve these steps, so that children make good progress from their individual starting points.
- Staff teach children about their feelings. They discuss emotions that characters in the books are feeling or children are experiencing. This teaches children to name their emotions and explain how they are feeling to others.
- Children learn to share and take turns well. They pass the bowls around the table as they serve themselves and take turns as they mix paint and flour in a bowl. This helps children to develop patience and empathy for others.
- Children speak a rich variety of languages. Staff support children well by communicating with them in their home language, where appropriate. They effectively use key words in a child's home language to support them. This helps children with their language development and ensures that they feel pride in any other languages that they speak.
- Leaders understand how to support children with possible special educational needs and/or disabilities. They work hard to identify any early concerns and work with parents to put an individual plan in place for children who need it. They work with external professionals, where necessary, to support the needs of these children.
- Since the last inspection, the new manager has worked hard to offer staff targeted opportunities for professional development. For example, with the manager's support two staff have recently achieved their level 3 qualifications. This means that staff feel valued and well supported. It also ensures that staff have the necessary skills to support children to make good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of the processes to follow if they are concerned about the well-being of a child or the behaviour of a member of staff. Important safeguarding information is clearly displayed for staff to refer to. The manager stays up to date with any safeguarding concerns within the community by attending local authority networking meetings. Staff receive regular safeguarding training to ensure that their knowledge is up to date. Staff keep children safe throughout the day through the ongoing risk assessment process.

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

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

- strengthen support for staff to develop their questioning techniques, to further encourage children's communication and language abilities.

## Setting details

<b>Unique reference number</b>	EY550281
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10123974
<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>	2 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Little Lamps Nursery Limited
<b>Registered person unique reference number</b>	RP550280
<b>Telephone number</b>	07836565383
<b>Date of previous inspection</b>	4 September 2019

## Information about this early years setting

Little Lamps Nursery registered in 2017. The nursery is open from 8am to 4pm, Monday to Friday, for most of the year. There are six members of staff, five of whom hold relevant childcare qualifications. The setting is in receipt of funding to provide free early years education for children aged three and four years.

## Information about this inspection

### Inspector

Jenny Gordon

## 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 learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector reviewed documentation and a discussion was held with the manager.

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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