

# Inspection of Little Legs Nursery

664 Rayleigh Road, Hutton, Brentwood CM13 1SJ

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Inspection date: 1 February 2022

## **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

GoodGood

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

### **The provision is inadequate**

Babies are not fully safeguarded from all possible hazards because risk assessments are not robustly implemented. In addition, at times, staff do not consistently keep all children fully engaged, specifically at lunchtimes. However, children have good relationships with their key person and other staff. Pre-school children actively seek out staff to ask for help or to tell them what they are doing. Toddlers clamber onto staff's laps when they sit on the carpet.

Children enjoy listening to stories. Babies cuddle teddy bears and snuggle with their key person, while a story is read to them. Pre-school children listen quietly to staff reading to them, responding to questions appropriately. They bring their favourite books into the nursery for staff to read, which sparks lively group discussions, for example, about what food and drink they put out for Santa on Christmas Eve. This helps children to develop a love for books and supports their literacy skills.

Pre-school children behave well and take part in a range of activities which help to develop vital skills. For example, they use their developing hand strength to hold scissors and cut along wavy and zig zag lines. Staff constantly praise children, which further encourages them to persevere as they cut along the lines.

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

- The management team fails to ensure that staff, specifically in the baby room, identify and minimise all potential hazards. Dirty and clean plastic aprons, gloves and food waste are within easy reach of babies. This poses a risk to babies' safety and welfare.
- At times, staff do not deploy themselves effectively or organise daily routines well. For example, lunchtime in the toddler room is prolonged and disorganised. Toddlers become fidgety and look to find their own activities. They start to run around or create patterns using their drinking water on the lunch table.
- Pre-school staff are keen to introduce children to other forms of communication. They teach children sign language for words such as 'cat' and 'dog'. Children keenly recall and confidently show staff how each word is signed, which helps to support their communication skills.
- Children make consistent progress in relation to their starting points. Staff work closely with parents to find out what children know and can do before attending nursery, which helps staff to identify what children need to learn next. Key persons update their children's next steps on boards in each room. This enables other staff to see what children need help with and suitably support them as they learn through play.
- Outside, toddlers enthusiastically hunt for worms and other insects under logs in

the large nursery garden. They point to logs and ask staff to roll them back so that they can see what is living underneath. Staff point out the different bugs and ask children questions to help them think about why the bugs live under the logs. This helps to support children's understanding of the world.

- Members of the management team are frequently in the nursery and work with the staff to identify areas where training would benefit their professional development. Training courses are available to staff who would like to learn or consolidate a new skill. Regular supervision meetings also help staff to discuss aspects of their practice or any concerns about their key children.
- Parents are kept up to date with their children's achievements and next steps in learning. Staff share information daily, via an online system and when parents drop off and collect their children. There are a number of local schools that children will attend once they leave the nursery. Staff work closely with parents to find out where children are going. They complete reports which help school teachers to find out what children know and can do as they start school. This helps to support continuity in children's learning.
- There are good links with local authority advisers, health professionals and other more specialist services, such as speech and language therapists. This helps staff to obtain support and guidance to understand how to close any gaps in children's learning and development.

## Safeguarding

The arrangements for safeguarding are not effective.

Risk assessment procedures are not sufficiently robust. Staff working with the babies fail to notice hazards which pose a risk to their safety and well-being. However, all staff have a good understanding of the signs and symptoms which could indicate a child is at risk of harm or abuse. Regular safeguarding training helps staff to remain aware of the latest guidance and procedures to follow should they have any concerns about a child in their care.

## 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:**

	<b>Due date</b>
take action to ensure that risk assessments, specifically in the baby room, are robust to identify and minimise all possible hazards	28/02/2022

improve staff deployment during daily routines, particularly mealtimes, to ensure that children remain engaged and their needs are met.	28/02/2022
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## Setting details

<b>Unique reference number</b>	EY482576
<b>Local authority</b>	Essex
<b>Inspection number</b>	10220595
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	48
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Little Legs Limited
<b>Registered person unique reference number</b>	RP531974
<b>Telephone number</b>	01277621064
<b>Date of previous inspection</b>	16 August 201616 August 2016

## Information about this early years setting

Little Legs Nursery registered in 2014. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. It opens Monday to Friday from 7am to 6.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sue Buckingham

## 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 inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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