

Inspection of Lottie's Day Nursery

20-24 Letchworth Drive, Bromley, Kent BR2 9BE

Inspection date: 21 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at the setting. They readily leave their parents at the door and are greeted by friendly staff. Babies hold out their arms, laugh and smile as they are brought into the room and greet their key person. This shows that children feel safe and secure. Children's care needs are met well. Staff ensure that they gather detailed information from parents when they drop off their children at the start of their session.

Children make choices in their play as they move freely around the room to explore and develop their own ideas. They choose from a wide range of activities and resources that encourage their curiosity. Babies discover new experiences as staff provide scented play dough as an addition to the planned sensory activities. Older children use picture cards to investigate how eggs hatch into chicks with their key person. Children develop their independence during daily routines. They learn how to wash their hands effectively before snack time and how to undress and dress themselves when going to the bathroom.

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

- Staff understand children's interests, skills and abilities well. They create a curriculum that is ambitious in meeting all children's individual needs. Staff adapt the curriculum and the play areas so that all children are safe, included and motivated to learn. For example, they provide children with special educational needs and/or disabilities (SEND) more space to explore and use the resources.
- Managers and staff know children and their families well. They work closely with parents and other agencies to support children who have SEND or who receive additional funding. The manager ensures that children receive the support that they need to close gaps in their learning and development.
- Children develop an understanding of risk and how to manage this themselves. Babies and toddlers freely negotiate climbing equipment with gentle reminders from staff on how to do this safely. Pre-school children skilfully navigate the garden space when running and playing, avoiding bumping into their friends.
- Staff are positive role models for children. They are very attentive to children's individual care needs. Staff patiently gain children's cooperation and talk to them in a calm and respectful way. For example, they ask children's permission and await their response before wiping their faces or taking them to have their nappies changed.
- Staff support babies' communication and language skills very well. They repeat simple words, such as 'shake', 'pour' and 'scoop', as they talk to babies about their actions. However, at times, staff ask older children too many questions, too close together. This does not give older children enough time to answer a question before they are asked another.

- Children behave well and staff role model effectively the behaviours that are expected of them. However, in the pre-school room, staff do not plan some activities carefully. For example, there are a large number of children in the group and some children get distracted and lose focus on the activity.
- Parents speak very highly of the setting. They discuss the trusting relationships that are built between themselves and the staff team. Parents are kept up to date about their children's learning. They feel included because staff provide a range of activities that can be carried out at home to continue their children's learning that happens within the setting. Parents value the high levels of communication that they receive from the setting and staff.
- Leaders and staff are very reflective of their practice. They continuously review what works well and where they can make developments. For example, staff are developing a space in the pre-school where children can relax and develop their literacy skills. Staff feel supported in their professional development. They receive training, coaching and guidance to develop their practice.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have a detailed understanding of how to recognise and act on concerns regarding children's welfare. Staff know how to identify when children are subject to or at risk of abuse and neglect. They also recognise risks of broader safeguarding issues, such as the 'Prevent' duty, female genital mutilation and the impact of domestic violence on children and their families. All staff are confident in the reporting procedures to ensure that concerns about children are acted on swiftly. Leaders follow safer recruitment procedures effectively to ensure that adults working with children are suitable.

What does the setting need to do to improve?

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

- provide more time for children to listen to and answer questions when they are asked, to promote their thinking skills even further
- plan focused activities more carefully so that children are even more likely to remain engaged in their learning.

Setting details

Unique reference number	2563304
Local authority	Bromley
Inspection number	10217431
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	72
Number of children on roll	132
Name of registered person	Lottie's Nurseries Limited
Registered person unique reference number	RP907695
Telephone number	02082901900
Date of previous inspection	Not applicable

Information about this early years setting

Lottie's Day Nursery registered in 2019. The setting is based in Bromley, Kent. It operates from Monday to Friday, 8am to 6pm, all year round. There are 15 staff employed at the setting. Of these, nine staff hold childcare qualifications at level 3 or above. The setting offers early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Danny Lydon

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The deputy manager and inspector carried out a learning walk together.
- The inspector observed staff interacting with children during their play and spoke with staff at appropriate times.
- Parents shared their views about the setting with the inspector.
- The inspector carried out a joint observation of an activity with leaders.
- A meeting took place between leaders and the inspector to review the leadership and management of the setting.
- The inspector reviewed documentation relevant to the inspection process.

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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