

Inspection of Little House

49 Durnsford Avenue, LONDON SW19 8BH

Inspection date: 11 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 arrive happy and ready to learn at this small homely nursery. They proudly find their names and show independence as they take off their belongings and hang them up. The warm and friendly staff know children well. They listen as children eagerly share and read stories. Staff encourage children to use expressive language when they talk about how they are feeling.

Children settle well across all ages. Younger children show that they feel safe and secure as they explore their surroundings. They enjoy tummy time and develop their physical skills while stretching for objects. They welcome close interactions from staff. They giggle as staff are playful with them.

Toddlers show growing independence. They know routines well and wipe their hands and faces in preparation for snack. For example, they pull their own chairs out and show patience as they sit. Snack is a social learning time where children name fruits and their colours, and count.

Older children show high levels of engagement. They work collaboratively on a family project and use art resources to create a mobile home. During outdoor activities, children practise balancing skills while counting, and learn about the natural environment. They confidently ask friends for help when building towers and bridges. They use respectful language towards each other and learn about sharing.

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

- Key-person systems and relationships are strong. Staff know the children they care for well. Leaders use regular in-house support staff. This ensures that children continue to feel safe and secure, and receive consistent teaching.
- The curriculum offered gives children the essential skills they need for life in modern Britain. Children talk positively about differences within their families and the wider community. They learn about right and wrong and how to communicate when challenging a situation. They are encouraged to be independent and persist at tasks.
- Staff know what individual children need to do to be prepared for the next stage in their learning. For example, children who have transitioned to a new room are given time to build friendships. Children who are preparing for school work on their confidence and communication skills. This ensures that they have solid foundations to build on.
- Leaders have a clear vision for the nursery. They ensure staff access a wide range of training to update their knowledge. Leaders spend time observing staff practice. They give feedback to staff to ensure the curriculum is delivered

consistently. However, some staff working with babies occasionally lose focus of what they want children to learn. Despite this, babies have good experiences across the prime areas of learning.

- Staff encourage children to use emotive language. They are attentive and give children time to talk about how they are feeling. This means that any conflicts are resolved swiftly. Children are introduced to words such as 'frustrating' and 'unhappy'. This builds on the good vocabulary they already have to communicate how they feel. Positive behaviour is promoted consistently. Children proudly wear a 'star of the day' badge and are excited to share this with family.
- Parent partnerships are consistently strong. Parents comment on the good communication they receive from staff. Leaders also communicate via newsletters and social media. Parents are receptive to this. They are able to contribute to celebrations and events. Key people ensure that parents know how their children are progressing. They share activities they can do at home. For example, when children grow vegetables, staff share recipe ideas with parents to cook with children at home. This further extends children's experiences so they can build on what they have learned.
- Staff talk positively about support received from leaders. Supervisions happen regularly. Discussions include development goals and targets following training. However, some targets are not consistently documented. This means that some staff are not clear about targets to enhance the quality of teaching. The nursery encourages an in-house networking programme, where staff are able to drive improvement. This has a positive impact on the learning environment for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good awareness of what to do if they have a concern about a child or an adult in a position of trust. There are clear procedures for staff to refer to. This includes reporting to relevant agencies. Managers use effective tools to measure staff's ongoing suitability and help them understand their role in this. This means that only suitable people are allowed to work with children. Staff risk assess the nursery consistently, which keeps children safe. Managers have good safeguarding knowledge about county lines and gangs. They support staff to be aware of these.

What does the setting need to do to improve?

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

- support staff working with babies even further to help them focus more on what they want children to learn
- ensure that supervision targets relating to curriculum teaching are clear to all

staff.

Setting details

Unique reference number	EY557370
Local authority	Merton
Inspection number	10174945
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	46
Number of children on roll	46
Name of registered person	ICP Nurseries Limited
Registered person unique reference number	RP538317
Telephone number	02089477058
Date of previous inspection	Not applicable

Information about this early years setting

Little House registered in 1997. It became part of ICP Nurseries in 2018 and is situated in the London Borough of Merton. The nursery opens weekdays from 8am to 7pm for 51 weeks of the year. The nursery employs 16 members of staff. Of these, eight hold relevant early years qualifications ranging from level 3 to 6. A further two staff hold a level 2 qualification and four are unqualified. The nursery provides funded early education places for children aged three and four years old.

Information about this inspection

Inspector

Tania King

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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