

# Inspection of Little Leaps Daycare

Quarry Hill Junior Academy, Bradleigh Avenue, Grays, Essex RM17 5UT

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Inspection date:

1 March 2022

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## **Overall effectiveness**

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## **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

Not applicable

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

### The provision requires improvement

Weaknesses in the organisation of some group activities mean that children do not consistently remain interested and motivated in their learning. For example, snack and mealtimes are chaotic and leave children unsure what they should be doing. Staff do not notice that there are not enough chairs or space at the table for the children. This leads to a disorganised environment as some children wander about waiting for a chair. However, children are confident, settle quickly and form good relationships with their key person and other staff.

Children make suitable progress in relation to their individual starting points. They explore messy play, such as painting, and make 'mud pancakes' in celebration of Shrove Tuesday in the tuff tray. Children build towers and structures, for cars and toy animals to play on. They enjoy playing outside. Children wash baby dolls in soapy water and develop their physical skills as they move around on bicycles and small sit-and-ride cars. They enjoy learning about the importance of brushing their teeth. Children listen to a related story and use wooden toothbrushes to practice cleaning larger than life-size teeth. This helps children to develop an awareness of good oral hygiene habits from an early age.

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

- The provider splits her time between her own childminding setting and the nursery. The deputy manager takes charge of the nursery in her absence. However, this means that the provider does not have an effective overview of the weaknesses and aspects of practice which require improvement. For example, the provider was unaware that the nursery register does not meet the legal requirements. Children are signed in at the start of each session, but staff do not keep an accurate record of children's actual hours of attendance.
- The provision for children with special educational needs and/or disabilities is not robust enough. Vital support and guidance is not put in place quickly enough to close any gaps in children's learning so they can make the progress they are capable of.
- The provider has just enrolled staff in a new online training portal. She also makes use of partnerships with the local authority to help find training courses and support for staff. This is beginning to help develop and improve staff's practice and professional development.
- Children enjoy role play. They invite staff to join them and involve them in their imaginative games. Staff ask the children what they are buying from the pretend shop and how much the items cost. This helps to challenge and extend children's mathematical skills. Children enjoy listening to stories and repeat favourite sentences from well-known books. This helps children to develop a love of books from an early age.

- Staff have a sound knowledge of their key children. They understand what children enjoy and use their interests to plan some of the activities. Staff gather information from parents about their children when they first start at the nursery. This helps them to tailor the settling-in process, according to children's individual needs.
- Parents find out how their children are doing through daily discussions and an online app. This helps parents to know what their child is learning and how they can help them further at home. The nursery is on the same site as the local school, which helps staff to prepare children for the next stage in their learning. Children are already familiar with the school environment as they play in the school's garden and attend special assemblies.
- Children behave well. They learn how to share and take turns. Staff encourage them to use 'kind hands' and 'walking feet', which helps children to remember how to behave when indoors. Children are considerate of their friends. For example, older children pass toys to their younger peers. They show kindness and concern when others are upset.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of child protection and how to keep children safe. They know the signs and symptoms that would indicate a child is at risk of harm or abuse. The provider ensures that staff have regular supervision meetings and appraisals. Robust safer recruitment and induction procedures help to ensure that all staff know their roles and responsibilities and are suitable to work with young children. Staff renew their training regularly to keep up to date with new guidance and legislation. Staff complete daily risk assessments to keep the environment safe for children.

## 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   |
|--|------------|
| ensure leaders have a good understanding of their roles and responsibilities to help them oversee the provision effectively  | 22/04/2022 |
| maintain an accurate daily record of the names of the children being cared for on the premises and their hours of attendance | 22/04/2022 |

|  |            |
|--|------------|
| take action to improve the arrangements for children with special educational needs and/or disabilities to ensure they receive timely support. | 22/04/2022 |
|--|------------|

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

- improve the organisation of some group activities, including snack and mealtimes, to keep children interested and motivated in their learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 2539927   |
| <b>Local authority</b>                             | Thurrock  |
| <b>Inspection number</b>                           | 10220594  |
| <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>                      | 20  |
| <b>Number of children on roll</b>                  | 24  |
| <b>Name of registered person</b>                   | Wren, Louise  |
| <b>Registered person unique reference number</b>   | 2539926   |
| <b>Telephone number</b>                            | 08007723817   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

Little Leaps Daycare registered in 2019. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery opens from 7am until 6pm, Monday to Friday, during school term time.

## Information about this inspection

**Inspector**  
Sue Buckingham

## 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 inspector observed activities indoors and assessed the impact these have on children's learning.
- The provider and the inspector completed a learning walk together to discuss how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the provider.
- The inspector spoke to children and staff.
- A meeting was held between the inspector and the provider. The inspector looked at relevant documentation, including registers and evidence of 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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