

# Inspection of Little Learners Day Nursery

46 Haling Park Road, South Croydon CR2 6NE

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Inspection date: 13 April 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children arrive at the nursery happily and settle quickly. They are keen to participate in a range of interesting activities as staff provide a challenging and enjoyable curriculum. Children are confident and very sociable. Older children are good communicators and have a wide vocabulary. They excitedly talk about the nursery pets and say that they particularly like playing outdoors and using the paints. Toddlers learn how to be independent as they confidently serve their own meals. Staff recognise children's interest in transport which prompts an activity where toddlers tally up different types of vehicles that they see. This supports their language and communication and develops their early mathematical skills.

Babies are emotionally secure as staff are warm and nurturing. They snuggle into staff as they sit on their laps. They enjoy singing familiar rhymes, such as 'the wheels on the bus'. They copy actions and bounce up and down excitedly. Babies' physical skills are well supported as they cruise around furniture and confidently negotiate the steps on the climbing apparatus.

Children behave well. Older children understand the routines such as helping to put away the toys when the 'tidy up' song is sung. Toddlers learn how to share as they are supported to make space for one of their peers to use the easel with them. Children are supported to manage their feelings as staff take time to listen to them and value their contributions.

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

- Leaders and managers have been proactive since the last inspection by evaluating practice and implementing effective monitoring systems. Previous actions raised have been addressed, so that regulatory requirements are met. This means children are safe, well cared for and make good progress in their learning from their starting points.
- Staff work well as a team and receive good support to carry out their roles effectively. They have regular training opportunities and their professional development is supported. Staff working with the babies have recently attended training for using treasure baskets. This has enabled them to focus on providing more effective sensory experiences for babies to enjoy.
- Staff provide a well-thought-out indoor and outdoor curriculum. Older children are inquisitive as they explore loose parts and experiment with the outdoor musical instruments. They use their imagination as they see a bee and spontaneously initiate a game with their friends. They pretend to be 'buzzing bumble bees' and move their bodies creatively. However, the organisation of some large-group activities does not always enable all children's learning to be maximised. This is because, on occasions, the groups are too large and,

therefore, staff have limited capacity to support children further.

- Parents speak very positively about the nursery. They feel the staff are friendly and supportive and describe them as 'amazing'. Parents say their children have made good progress since attending the setting. They confirm that they have regular opportunities to discuss their children's progress with staff and they make use of the nursery's app to aid information exchange. They particularly like receiving photos of their children.
- Staff support children with special educational needs and/or disabilities well. Close links have been established with other agencies who support parents and staff to ensure a consistent approach is offered. Staff understand the individual needs of children, they are patient and kind.
- Some progress has been made to support children who speak English as an additional language. There is a strong focus on developing children's language and communication through songs, stories and rhymes. However, staff do not consistently encourage use of children's home language in their play and learning.
- Staff support children to develop healthy lifestyles. All children benefit from regular outdoor play. Babies confidently push wheeled toys and develop coordination. Older children ride bikes with skill and carefully balance on the tyres as they use them like stepping stones. Children are reminded about the importance of regularly drinking water and are provided with a range of healthy and nutritious meals and snacks.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a clear understanding of their roles and responsibilities in protecting children from harm. Leaders ensure that all staff complete safeguarding training at the earliest opportunity. This means staff are able to recognise possible signs that a child may be at risk. Staff safeguarding awareness is regularly tested out during staff meetings and during spot quizzes, so that their knowledge is kept up to date. The arrangements for ensuring children's safety in the setting have improved. Risk assessment arrangements have been successfully developed to ensure that children are now cared for in a safe environment.

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

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

- review the organisation of large activities in the pre-school unit to maximise all children's learning opportunities
- develop staff's knowledge and skills to enable them to support children who speak English as an additional language as well as possible.

## Setting details

<b>Unique reference number</b>	EY478271
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10214282
<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>	58
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	JLB Childcare Limited
<b>Registered person unique reference number</b>	RP531175
<b>Telephone number</b>	02086497745
<b>Date of previous inspection</b>	14 October 2021

## Information about this early years setting

Little Learners Day Nursery initially registered in 1991 and re-registered at new premises in 2014. It is one of three settings operated by JLB Childcare Ltd. The nursery operates in the London Borough of Croydon. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 17 staff. Fourteen staff hold appropriate early years qualifications at level 2 to level 4.

## Information about this inspection

**Inspector**  
Laura Brewer

## Inspection activities

- The inspector discussed any continued 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 to discuss the curriculum intent and how the provision is organised.
- The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector viewed some of the setting's documentation, including a sample of accident records and evidence of how staff suitability has been assessed.

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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