

# Inspection of Little Lights Nursery

Rock Church Ministries, 336-338 High Street, Rochester ME1 1BT

---

Inspection date: 30 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are happy to attend the nursery. They leave their parents at the door and come in happily. Children move freely and confidently around the nursery as they choose their own play. They benefit from a wide range of enjoyable activities and experiences across all areas of learning and development, indoors and outdoor. The staff team design activities that stimulate and intrigue children. For example, at the mud kitchen, children cut and grate real fruits and vegetables to make soup.

Children develop good relationships with staff, who are supportive and attentive to their needs. They demonstrate that they feel safe and secure. For instance, children feel confident to speak to new people. They share their play experiences with visitors and tell them about their family. Children feel confident to approach the staff team for comfort and cuddles.

Children are respectful with their friends and adults. They say please and thank you to each other and the staff. Children share their ideas with the staff team, who listen and respond intently. This gives children confidence and they are eager to try things. Children work together well. For example, they work cooperatively together to build a volcano from recycled materials, sharing their ideas.

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

- All children, including those with special educational and/or disabilities and those with English as additional language, are making good progress from their starting points. The staff team works closely with parents and outside professionals to identify and support children to achieve to the best of their ability.
- The staff support children's independence. They encourage children to manage their self-care, dress themselves and, share and take turns. For example, staff support children to use the toilet and wash their hands independently. Children serve their own food at lunchtime.
- All staff understand the nursery's positive behaviour policy. However, some staff are more confident than others in adapting the strategies used to respond to different situations. Most of the staff team recognises that some strategies work more effectively than others for individual children.
- Relationships with parents are very good. Feedback from parents is extremely positive. Parents comment that they are informed about what their child is learning. This is done through regular meetings and termly reports. They work together with the staff team to support their children's learning at home. Parents are clear about how their child has made progress during their time at the nursery.

- The staff team treat children with respect. They share the plan of the day with the children. Staff explain what is happening and what is going to happen, such as when a planned activity has to be postponed. They listen to children's ideas and views and respond appropriately. For instance, children discuss the texture and formation of ice with the staff, who ask them relevant questions and give them enough time to process and respond.
- The staff team support children who struggle in an activity well. They recognise children's efforts and achievements. For instance, at snack, staff praise children when they succeed in putting fruits on their skewer. This helps children's self-esteem and willingness to try things.
- Children have access to a well-planned outdoor area. They have good opportunities to develop their physical skills. For example, all children, including younger ones, ride scooters confidently, negotiating their space well. They learn to take and manage risks while moving planks of wood across to build an obstacle course. As a result, children's self-confidence and resilience are supported.
- The management is sensitive to staff well-being. They recognise the strengths within the team and successfully promote staff morale. Managers listen to staff wishes and support them through their training and development. They do this by carrying out regular one-to-one meetings. Staff say that they feel very supported.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their roles and responsibilities to safeguard and protect children. They complete regular training to ensure their child protection knowledge remains up to date. They have a good knowledge of the signs and indicators of abuse and how to report any safeguarding concerns, including radicalisation and female genital mutilation. The staff team knows where to find the information they need to make a referral to outside agencies. The manager undertakes the necessary checks to ensure that staff are suitable to work with children. This includes staff recruitment and induction.

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

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

- provide more support for less confident staff to understand how to adapt behaviour management methods to different situations.

## Setting details

<b>Unique reference number</b>	EY494219
<b>Local authority</b>	Medway
<b>Inspection number</b>	10233140
<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>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	The Word House Christian Ministries Trustees
<b>Registered person unique reference number</b>	RP534948
<b>Telephone number</b>	01634829765
<b>Date of previous inspection</b>	13 November 2019

## Information about this early years setting

Little Lights Nursery registered in 2016 and operates in Rochester, Kent. It is open Monday to Friday from 7.30am until 6.30pm for most of the year. The provider receives funding for free early education to children aged two, three and four years. There are seven members of staff working at the nursery. Of these, five hold relevant early years qualification at level 3 and above.

## Information about this inspection

**Inspector**  
Oshra Murphy

## Inspection activities

- This was the first routine inspection the childminder 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 director and the deputy manager led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents to gain their views of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors,.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022