

Inspection of Little Cubs Academy Honor Oak

25-27 Boveney Road, London SE23 3NP

Inspection date: 19 July 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 at this welcoming and friendly nursery confident and happy. They settle quickly and are eager to participate in activities with their friends and adults. Children have developed strong bonds with their key person. The managers have high expectations of all children. Children develop a positive attitude to their learning. For instance, babies confidently move around the room to access baskets with different resources. They share musical instruments with staff and join in nursery rhymes. Children show kindness and respect towards others. For example, pre-school children wait patiently for the serving bowl to be passed to them at lunchtime.

Children's behaviour is good. Children are encouraged to be independent and make choices about their play. They show high levels of enthusiasm as they excitedly talk about what they are going to make. For instance, pre-school children describe how they are going to make a 'bamboo house' using the straws. Children develop good communication and language skills. They have lots of opportunities to be curious and use all their senses. For instance, babies paddle in water and enjoy splashing and pouring water onto their feet. Toddlers feel the texture of ice and discuss how it changes over time. Children are exploring cause and effect.

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

- Children enjoy imaginative play. They manage different crockery and utensils as they explore food from around the world. For example, children share 'pizza' and 'fruit tart' with staff and visitors. Staff engage children in conversation. They encourage them to think about and describe what they are doing. This builds on children's communication and language skills. However, staff in the baby room do not consistently model language.
- On occasions, such as group times, staff do not ensure that all children have equal opportunities to be involved. Sometimes, staff focus on the more confident children and miss the quieter children. As a result, children do not benefit equally from staff's interactions and teaching.
- Overall, parents are positive about the quality of care and education their children receive. They feel well informed about their children's progress and know how to support their learning at home. However, leaders and managers do not make effective use of the self-evaluation process. They do not gather feedback from parents and children. This would help identify weaknesses and drive improvements forward.
- Children's physical and emotional well-being is supported well. For instance, the manager uses the library space to support children returning to nursery following the COVID-19 pandemic closures. Children access a well-resourced garden where they are able to climb, balance and build on their large- and

small-muscle skills.

- Children learn how to keep themselves healthy. For example, they grow their own vegetables. Staff talk to babies about the 'round blue berries'. Staff discuss with toddlers why drinking water is good for you. They explain the importance of being hydrated. Children are attentive and behave well. They are developing good listening skills.
- Pre-school children reflect on their previous learning during activities. They talk about making play dough into 'frogspawn'. Children confidently explain the life cycle of frogs. They are developing good skills for future learning.
- Children take great delight in facing new challenges. For instance, staff encourage older children to write the day of the week on the white board. Children take time to add numbers together before proudly announcing the answer. Children are developing their literacy and mathematical skills.
- Babies enjoy snuggling up with adults to hear stories. Staff extend children's learning as they turn books into real-life experiences. For instance, they take the life-sized bear into the garden and replicate the images in the stories. This builds on children's literacy skills.
- Staff observe and monitor children's progress. They work effectively with parents and professionals to support children's individual needs. All children, including those who receive additional funding and those with special educational needs and/or disabilities make secure progress.
- The ambitious manager's curriculum includes regular trips to forest school. Children learn about the natural environment. They cooperate with others and learn how to manage risks. This helps to build on children's resilience skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have good knowledge of safeguarding. They know the procedures to follow should they have any concerns about a child's welfare. This includes the procedure to follow if they have concerns about children who are displaying extreme views or behaviours. Staff are aware of safeguarding matters, such as female genital mutilation. They know the correct procedures to be follow if an allegation is made against a colleague. Leaders follow safe recruitment procedures to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- promote children's communication skills in the baby room further by consistently modelling language throughout the day
- provide guidance for staff to better organise large-group times for pre-school children, to ensure that all children have equal opportunity to participate and

share their ideas

- seek feedback actively from parents and children during the evaluation process to help raise the quality of teaching and learning for all children.

Setting details

Unique reference number	2574630
Local authority	Lewisham
Inspection number	10239189
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 4
Total number of places	66
Number of children on roll	78
Name of registered person	Little Cubs Academy LTD
Registered person unique reference number	2574629
Telephone number	0208 291 8367
Date of previous inspection	Not applicable

Information about this early years setting

Little Cubs Academy Honor Oak registered in 2020 and is located in the London Borough of Lewisham. The provider employs 25 members of childcare staff. Some staff hold appropriate early years qualifications at levels 2 and 3. There are also unqualified staff and those completing level 2 and 3 apprenticeships. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

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 childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk together. They discussed the curriculum and what it is that the manager wants children to learn.
- Parents and children shared their views on the nursery with the inspector.
- The inspector held a discussion with leaders and managers in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector carried out joint observations of small-group activities with the manager.
- A meeting was held between the inspector, the managers and senior leaders.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022