

Inspection of Little Miracles Day Nursery

58 Friday Hill East, London E4 6JT

Inspection date:

27 July 2022

Overall effectiveness

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The management team has been in place for a few months, and it is still in its infancy. They have high expectations for what they want staff to teach children at the nursery. However, some staff do not always embed the management team's aims for the curriculum. As a result, the quality of teaching is variable across the staff team. Some staff do not fully support children in leading their own learning. For example, felt-tip pens and crayons are accessible for the children to learn and develop their interests. However, staff do not regularly maintain and replenish resources. Therefore, some children cannot fully extend their learning. This demonstrates that the quality of education that children receive is not yet good.

Children are happy and settle well. Most staff interact well with children, and they try to engage them in their learning. For example, staff in the baby room use personal-care routines to create warm bonds with children by singing familiar songs and speaking softly to the children, who respond positively. Overall, children in the pre-school and toddler room are friendly towards each other. Staff help them to learn to share and take turns as they play together. This supports children's behaviour.

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

- The key-person system and continuity of care are effective for some children, specifically babies. However, under the current system, some children's key persons cannot fully support children's emotional and learning needs, particularly during school holidays when some key persons are not available over this period. The management team recognises that the key-person system is an area of weakness that is impacting on some children's continuity of care.
- Staff interact kindly towards all children. However, they do not always use their interactions to extend children's vocabulary during play. In addition, children who speak English as an additional language do not always receive enough support to use their home languages alongside English while they play. Staff do not always recognise the positive benefits to the children in helping them to value their home languages. This does not support all children's communication and language development.
- Older children are not always given enough encouragement and opportunities to practise their independence skills. The older children serve their own meals and help to prepare and chop fruit for their snacks. However, at other times, some children do not benefit from the same opportunities. This demonstrates that some staff are not yet skilful enough in helping children to build on their existing independence skills.
- The manager carries out supervision meetings with staff but has not yet put in place an effective system for evaluating staff's skills and knowledge. As a result,

some staff's teaching skills are not consistently good. For example, children enjoy hearing books read to them and choose a book of poems. However, staff nicely dismiss the suggestion and choose another book. This demonstrates that some staff do not understand the value of introducing children to a wide range of literature. This does not positively support all children's literacy development.

- Staff identify hazards and take action to reduce risks. For example, the outdoor area is being developed and there is new climbing apparatus being installed in the pre-school garden. Staff corner off the area and explain to children that the apparatus is not yet safe and ready to use. This supports children's health and safety.
- Children have access to a range of outdoor areas, which enable babies, toddlers and pre-school age children to play separately with stimulating age- and stage-appropriate resources. For example, babies play happily in the shade, and staff encourage them to manipulate toys with knobs. The toddler-age children have access to a small climbing apparatus. Pre-school children throw large balls into a basketball net. These opportunities positively impact on children's physical development.
- Parents are complimentary about the nursery. They value the support that staff offer them and their children. They welcome the regular information they receive about their children's experiences and development.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, safeguarding practices have improved. Staff and managers demonstrate a good awareness of safeguarding practices. They understand the importance of recognising any cause for concern about a child. They know how to report any concerns, including allegations against those working with children. Staff are trained to understand the provider's safeguarding policies and procedures. The recruitment and induction of staff is thorough, and individual suitability assessments are completed. Effective risk assessments are in place to support children and staff to teach and learn in a safe environment.

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 key persons are effectively deployed to enable them to build secure attachments with children and consistently meet their emotional development and learning needs	03/10/2022

ensure that staff support children to develop their language and communication skills, and consistently provide them with quality interactions, especially in the rooms for toddlers and pre-school children	03/10/2022
improve the supervision of staff to provide guidance and training that develops their knowledge and understanding of how children learn so that all children benefit from consistently good-quality learning experiences.	03/10/2022

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

- further support children who speak English as an additional language to use their home language in play and learning
- build on existing opportunities for children to be independent when they are playing and learning.

Setting details

Unique reference number	EY468365
Local authority	London Borough of Waltham Forest
Inspection number	10232719
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	32
Name of registered person	M&S Management Services Ltd
Registered person unique reference number	RP533007
Telephone number	02085244700
Date of previous inspection	22 February 2022

Information about this early years setting

Little Miracles Day Nursery registered in 2013 and is located in Chingford, in the London Borough of Waltham Forest. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The provider is in receipt of funding for the provision of free early education for children aged three and four years. The provider employs 14 members of staff, who hold early years qualifications from level 2 to 6. Two members of staff hold qualified teacher status.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector completed a learning walk with the manager.
- The inspector spoke with the members of staff at convenient times during the inspection.
- The manager and inspector carried out joint observations to assess the quality of education provided.
- The inspector observed the quality of the education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents spoke to the inspector about their children's experiences at 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.

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