

Inspection of Little Legs Nursery

6 Rochford Road, Southend-On-Sea SS2 6SP

Inspection date: 10 August 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

At times, older babies and toddlers are not consistently supported to help them learn to recognise and manage their emotions and feelings. Children are not always able to learn the importance of good hygiene routines. The quality of teaching is variable. However, children of all ages enjoy a wide range of activities. Babies dip their hands into shaving foam, while toddlers enjoy role play. They make pretend cups of tea and serve staff plates of wooden cakes and fruit. Pre-school children listen to stories. They ask staff questions, who suggest that they use an electronic device to watch video clips of snakes and find the answer. This helps them to learn to use technology as a source of information.

Children and babies are confident and freely approach staff, including their key person, for cuddles, reassurance or to share their ideas and thoughts. Babies use hand gestures, such as pointing, to indicate their needs. Toddlers make themselves understood using their developing speaking skills. Pre-school children use some sign language correctly to say 'please' and 'thank you'. All children are physically active, which helps to support their good health and well-being. Babies move about to pop bubbles blown by staff, while toddlers and pre-school children enjoy playing outside.

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

- At times, babies and toddlers do not receive consistent support from staff to teach them how to manage their emotions and feelings. Sometimes, toddlers throw toys around the room or push their friends. Staff are not always able to quickly intervene to calm the situation down. However, pre-school children, including those who are due to start school soon, understand the expectations staff have for their behaviour and form appropriate friendships. They find their friends and enjoy playing together imaginatively.
- Staff do not always maintain strict hygiene routines. At times, they forget to wash their hands after wiping children's noses. Staff do not consistently remind children to wash their hands after touching their noses or coughing, particularly when they are helping to lay out cutlery and beakers for mealtimes. This does not fully protect children from the risk of cross infection.
- Staff observe children to identify what they need to learn next. However, despite improvements in the quality of teaching, staff do not consistently make effective use of children's interests and imaginative play. For example, they overlook opportunities to encourage children to use their experiences from home in their play to extend their ideas and learning. There are instances when staff ask children questions that only require a one-word answer. This means that children do not have consistent support to develop their communication and language skills.

- The management team and staff have completed actions set at the previous inspection. Staff have a better understanding of their role and responsibilities, and risk assess the possible hazards to children continually. They are encouraged to complete training to extend their professional development. There is a new manager who has begun to evaluate staff practice. She plans to speak to each member of staff at their upcoming supervision meetings.
- Children with special educational needs and/or disabilities receive good support. Staff work closely with parents and other professionals to ensure that individual learning plans are followed. Children who receive additional funding enjoy using resources that help to support their interests and stages of development. For example, management purchased construction and small-world toys to engage children further in imaginative play.
- Partnerships with parents work well to provide continuity between them and the staff. Parents share information about how children have been at home in the mornings and receive updates when they collect their children at the end of their session. This helps to support children's progress and their readiness for the next stage of learning.
- Staff have links with local school teachers who are able to visit the children in the nursery and discuss their progress. This enables teachers to understand what children need to learn next and their individual strengths and weaknesses. Consequently, children are able to move confidently on to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their role and responsibility to protect children. They know the signs and symptoms that may indicate that children are at risk of harm or abuse. Staff are aware of the steps to take to ensure that any concerns are reported in a timely manner and according to safeguarding policies. They have a good knowledge of the dangers posed to children from radicalisation or extremist behaviour. Staff understand how to report any concerns they may have about a colleague's conduct. This helps to protect children and keep them safe.

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
take action to help children recognise their emotions and feelings, and learn how to manage them appropriately	30/09/2022

ensure staff role model good hygiene routines to teach children how to keep themselves healthy	30/09/2022
improve the quality of teaching to ensure staff make the most of all opportunities to extend children's interests and learning further.	30/09/2022

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

- make greater use of open-ended questions to encourage children's thinking and problem-solving skills.

Setting details

Unique reference number	EY472435
Local authority	Southend-on-Sea
Inspection number	10236905
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	35
Number of children on roll	32
Name of registered person	Little Legs Limited
Registered person unique reference number	RP531974
Telephone number	01702808989
Date of previous inspection	14 March 2022

Information about this early years setting

Little Legs Nursery registered in 2013. The nursery employs 11 childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, all year round, from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Buckingham

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation and reviewed 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.

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