

Inspection of Little Elms @ Peninsula

Unit 1, 42 Chandlers Avenue, London SE10 0GE

Inspection date: 3 August 2022

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| 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 thoroughly enjoy their time at the nursery. They are happy and feel safe as they investigate the engaging environment. Children develop good social skills for their ages and begin to recognise the needs of others. For example, older children pass their younger friends wooden blocks as they build tall towers. Children's behaviour is good. They are learning how to cooperate and share with their friends. For instance, they take turns to see if they can curl up small to hide inside the large cardboard box.

Babies eagerly practise their physical skills. Staff give them lots of praise and encouragement as they begin to toddle around and climb steps. Babies have plenty of space to move about as they build their muscle strength. Staff offer babies a wealth of textural resources to help develop their senses. The babies particularly like to feel the different materials as they turn the pages in the books.

Children enjoy looking at books independently as well as having a story read to them. They predict what will happen next as they read with the staff. All children and babies confidently explore, knowing that an adult is close by for support or a reassuring cuddle when needed.

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

- Staff support children's communication and language development. They speak clearly and use age-appropriate language to describe what is happening. For example, staff working with babies encourage them to imitate the different sounds the animals in the book make. Staff working with toddlers reinforce words with actions as they introduce new words. For instance, they talk about the 'slimy' paint dripping off their fingers as they encourage the children to put their hands in the paint. Staff provide children with an interesting range of messy play activities to engage in.
- Staff have put in place very supportive settling-in procedures. These help to ensure babies and children receive the individual comfort and support they need when starting at the nursery. Staff continue this remarkable support as they move children from room to room and on to school.
- The manager and staff have positive partnerships with parents. They exchange regular information to support home learning. For instance, they have a lending library for parents to take home books to share with their children. Parents remark on the professional care and support they and their children receive.
- Being engaged in the community is important to the nursery staff. They provide children with an array of experiences to learn about where they live. For example, they go on walks and visit the local ecological park to learn about natural habitats and wildlife. Staff help to develop children's curiosity about the

world around them.

- The manager is dedicated to developing and continually improving the nursery. She supports new staff and those changing roles with a focused induction programme. This helps to make sure that staff develop a thorough knowledge of their role. The manager and deputy manager understand the importance of supporting staff through regular training opportunities as well as monitoring their well-being. For instance, they carry out regular observations of staff and provide feedback to them as part of their ongoing support. The manager and staff have high expectations for what children can achieve. However, there is a variation in the quality of teaching children receive.
- Staff work closely with the special educational needs and/or disabilities coordinator and other professionals to help support any children with special educational needs and/or disabilities and those who speak more than one language. For instance, they make good use of pictorial timelines and 'now and next boards' to support children to learn about the daily routines.
- Staff working with older children provide them with a varied curriculum that covers all areas of learning. They encourage children to have a go and explore a variety of resources. For instance, children enjoy carefully pouring water into funnels and tubes and predicting where the water will come out. However, staff do not fully extend the more able children's knowledge and understanding. As a result, they are not fully engrossed in their play.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a secure understanding of how to safeguard children. She ensures staff receive regular child protection training and updates, including on issues associated with extreme views or practices. Staff are aware of the procedures to follow should they need to report a concern about a child's welfare. The provider has safer recruitment procedures to ensure all adults working with children are suitable. They understand the importance of making sure staff receive relevant information as part of their induction. Staff are aware of the importance of constantly supervising children and being vigilant. For instance, they always count the children as they move between areas. Staff are focused on maintaining children's safety and welfare.

What does the setting need to do to improve?

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

- continue to support staff to develop their skills and knowledge, to help them implement a curriculum that has a clear focus for children's learning
- provide a higher level of challenge to the more able children to help extend their learning even further.

Setting details

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| Unique reference number | EY553189 |
| Local authority | Greenwich |
| Inspection number | 10174181 |
| 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 | 49 |
| Number of children on roll | 73 |
| Name of registered person | Little Elms Daycare Nursery Limited |
| Registered person unique reference number | RP902320 |
| Telephone number | 02033720615 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Elms @ Peninsula registered in 2017. It is one of 10 settings owned by Little Elms Daycare Nurseries Limited. The nursery is located in North Greenwich, South East London. The nursery is open each weekday from 7.30am to 6pm, for most 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 nursery employs 25 members of staff, of whom 11 hold relevant early years qualifications at level 3 and three hold qualifications at level 2.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The inspector observed practice and spoke to staff and children at appropriate times during the inspection.
- The inspector and the manager carried out joint observations of the staff and children, and the manager fed back to the inspector on the practice seen.
- Written documentation was reviewed, including staff qualifications and some policies and procedures.
- The inspector spoke to parents and read letters of reference to gather their views on the service they receive from 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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