

Inspection of Little Cubs Academy Greenwich

100 Old Woolwich Road, London SE10 9PN

Inspection date: 9 August 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 are happy and enjoy the time they spend at the setting. They separate from parents well and have strong relationships with staff. This shows they feel safe and secure. Children's independence is promoted well. For example, they are encouraged to find their own name and hang their bags on the correct pegs as they arrive.

Children are developing a love of books and stories. For example, the younger children enjoy looking at picture books, making noises of the animals they can see. Older children enjoy talking about their favourites books and listen intently to staff as they read. They go on regular outings to the local library which increases the variety of books children have access to. This helps to develop their knowledge, imagination and vocabulary.

Children's behaviour is good. They are supported with turn taking and are developing their social skills. For example, children wait their turn as they each have a go at pouring sand into a container. They are also eager to join in with group activities. Children have fun using musical instruments when they sing, and enjoy listening to music as they dance.

There are high expectations for children's behaviour. Children receive praise and encouragement when they are kind and helpful, such as putting away their toys. This promotes their confidence and gives them a sense of achievement.

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

- Staff know the children very well and consistently engage in positive interactions with them. Babies have strong bonds with their key person and are supported with their physical development as they learn to move and climb around the room. Staff also support children's language skills by singing enthusiastically and using musical instruments. However, the presence of continuous background music is distracting. In addition, this does not create an ideal environment to support children's language development. For example, it makes it difficult to ensure that children are hearing the correct pronunciation of words.
- Staff provide children with a variety of opportunities to build their knowledge across the areas of learning. Children have the freedom to move around their environment and make their own choices during play. For example, younger children enjoy engaging in sensory experiences, such as exploring sand, water and play dough. Older children have the independence to make their own decisions and talk excitedly about the activities and trips they go on. All children have regular opportunities to take part in art activities. However, this specific area of learning is not implemented as well as all other areas. There is

sometimes too high a level of adult direction, which restricts the encouragement for children to explore their own creative ideas.

- Staff's teaching is good. They create positive learning opportunities which enables children to develop positive attitudes towards their learning. As a result, children make good progress in their development. However, on some occasions, staff deployment and groups sizes, particularly in the baby room, mean that staff are not always aware of the learning opportunities that arise. This means learning is not being fully extended, and opportunities for children to reach their full potential are missed.
- Staff provide children with many opportunities to gain new skills and knowledge about the wider world. They engage in regular outings and trips, such as boat rides and visits to a farm and museum. This allows children to engage in different experiences and provides new learning opportunities, while also enhancing their physical development.
- Staff support children in learning about how to stay healthy due to the nutritious balanced meals that are provided. Older children enjoy using real food as they role play in the home corner. For example, they pretend to make vegetable soup as they mix ingredients together. This shows the previous learning that has taken place as children have a secure awareness of different food choices.
- Partnership with parents is very positive. Parents make comments on the friendly atmosphere and approachable staff. Parents also report on their children being well prepared for their transition to school.
- The setting has a designated special educational needs coordinator (SENCo). Children with special educational needs and/or disabilities (SEND) are well supported. The SENCo has implemented effective strategies which supports children to make progress in their development. The SENCo is confident in liaising with external agencies to provide additional support for children with SEND.
- The manager places a strong emphasis on supporting staff's emotional well-being. As a result, staff morale is very high, and they report on the level of support they receive from the manager. The manager identifies the strengths of the setting and is confident in providing staff training to make continuous improvements.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good safeguarding knowledge. They are aware of the signs and symptoms of abuse and potential risks to children. Staff are confident in the steps they would take if they were concerned about a child. Staff complete risk assessments regularly to ensure the safety of children. The manager has robust safeguarding procedures in place. She understands her responsibility to protect children from harm and is aware of wider safeguarding concerns, including 'Prevent' duty and female genital mutilation. The manager knows the correct procedures for checking the suitability of staff. She is confident in contacting the local authority designated officer if an allegation is made against a member of staff.

What does the setting need to do to improve?

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

- enhance staff teaching to help children to have more freedom in deciding how to use materials to experiment and express their creativity
- review staff deployment and group sizes to best support children's learning
- control distractions, such as background music in the baby room, so that children can hear and focus when others speak to them.

Setting details

Unique reference number	2574631
Local authority	Greenwich
Inspection number	10239190
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	1 to 4
Total number of places	67
Number of children on roll	69
Name of registered person	Little Cubs Academy LTD
Registered person unique reference number	2574629
Telephone number	020 8305 1038
Date of previous inspection	Not applicable

Information about this early years setting

Little Cubs Academy Greenwich registered in 2020 and is located in Greenwich, London. The setting is open from 8am to 6pm, Monday to Friday, all year round. The nursery employs 23 members of staff, four of whom hold a level 6 qualification, two a level 3 qualification, and five with level 2 qualifications. The nursery receives funding for free early education for children aged three- and four-years old.

Information about this inspection

Inspector

Jasmine Nelson

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 that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation activity with the manager.
- Parents shared their views of the setting with the inspector.
- 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