

Inspection of Little Learners

St. Stephens Parish Church, Weir Road, London, Surrey SW12 0NU

Inspection date:

21 September 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 demonstrate that they feel settled, secure and confident in this nurturing setting. They are greeted at the doors by friendly staff who show a genuine interest in the children and their families. Consequently, children quickly settle to their self-chosen play in the well-resourced room. Children have plenty of opportunities to learn about numbers and what numbers mean. For example, children in the garden jump from one stump to another and count as they jump. Indoors, children show the value of numbers on their fingers during play.

Children learn to be kind and considerate as they follow the example set by staff. They learn to play happily together and receive gentle support when they find turn-taking difficult. Staff encourage children to explore their feelings and help them to explain their emotions using visual aids. For example, children talk about their feelings and use a mirror during group time to mimic the expressions of different emotions. Children take pride when they are given the responsibility of carrying out tasks. Children smile confidently as they help to brush some pretend teeth with a toothbrush and toothpaste during group time.

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

- Staff understand the value of books and use them to support teaching. They place books among activities to support and extend children's learning. Children enjoy reading and singing as part of the daily routine and comment on illustrations in books when stories are read to them. Staff are superb storytellers, asking fun and challenging questions that promote children's engagement and thinking. For example, staff ask them about the names of different dinosaurs and comment on what they look like. Staff adjust the pace and pitch of their voice to keep children focused.
- Staff encourage children to persevere with difficult tasks and lead their own play. For example, children select loose parts and try and connect them together, and staff praise them when they succeed. While preparing for snack time, children wash their hands and are given choices about which fruits they would like to eat. Children are generally independent and try to do things for themselves. However, staff do not consistently recognise when children are able to do more by themselves.
- Outside, children look for numbers while staff support them in correctly identifying a numeral. They encourage others to use their muscles to climb and balance on various objects or to jump and stretch. Staff join in with children's play and help to build their vocabulary by introducing new words. For example, children playing with play dough discuss how to make mince pies while looking at a recipe book. Staff members repeat the words and check that children understand these as they play. However, children sometimes need more time to

respond during conversations or when being asked questions.

- Parents speak very highly of the support that their children receive from staff. They say they know what staff are working on with their children, which helps them to further support children's development at home. Parents mention that staff are 'so attentive and really pick up on what children need to work on'. They value the strong links and effective communication they have with their child's key person.
- The nursery has forged a very strong relationship with the adjoining pre-school. Staff arrange regular visits to support children's emotional well-being and confidence in preparation for their transition to the pre-school. The manager regularly networks with other settings to support children through their transitions, making sure all necessary information is shared and children are confident when they move on.
- Staff report that leaders and managers give them good support for their well-being and professional development. Staff attend regular meetings where they plan an interesting and challenging curriculum and discuss local safeguarding issues. They complete online training which builds on their knowledge, and evidence of this is seen in their practice. As a result, children make good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff attend safeguarding training to keep their knowledge current. The manager and staff have good knowledge of safeguarding and know how to keep children safe. This includes safeguarding in the wider context, such as extreme views and behaviour. Staff carry out daily risk assessments to make sure the setting is safe and secure. The recruitment process is robust, and the manager checks that 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:

- help staff to give children the opportunity and the time that they need to enable them to process their thoughts and respond with their answers
- support staff to provide children with more opportunities to become independent and do things for themselves.

Setting details

Unique reference number	EY557949
Local authority	Lambeth
Inspection number	10175230
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 3
Total number of places	28
Number of children on roll	10
Name of registered person	The Little Learners Group Ltd.
Registered person unique reference number	RP557947
Telephone number	07956816789
Date of previous inspection	Not applicable

Information about this early years setting

Little Learners registered in 2018. It is based in Balham, in the London Borough of Lambeth. The setting is open from Monday to Friday, from 9am until midday, term time only. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. This includes the provider/manager, who holds a qualification at level 6. The nursery receives funding to provide free early education for two-year-old children.

Information about this inspection

Inspector

Amy Clarkson

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 across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities and assessed the impact this has on the children's progress and achievements.
- Staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of the nursery documents was reviewed by the inspector. This included evidence of staff suitability and training.
- The inspector took account of the views of parents through discussions with them.

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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