

# Inspection of Little Elms

Little Elms, Cooks Road, Elmswell, Bury St.Edmunds IP30 9BX

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Inspection date: 11 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are keen to spend time at the setting. They arrive happily and eagerly tell the staff about their home experiences. Children develop close emotional attachments with the staff. This helps them to feel safe and secure, particularly when they are experiencing changes at home. Children with special educational needs and/or disabilities (SEND) are reassured by the close support provided by their key person. They independently find resources that suit their current interests and steadily develop their ability to focus on specific tasks.

Children make good progress in their learning over time. Toddlers show a determination to work things out for themselves. For example, they become deeply involved in testing out different ways to build models using magnetic shapes. They confidently seek support from staff when needed and follow their guidance well.

Children who speak English as an additional language are keen to express their choices and preferences. They show that they are keen to learn new vocabulary when listening to stories and joining in with songs. Children learn positive safety rules from a young age. They remember how to cross a road safely and understand the importance of staying close to an adult while taking a walk in the local area.

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

- Leaders and managers focus well on observing staff practice and offering tailored support. This is an improvement since the last inspection. In particular, the manager provides clear guidance to help staff to enhance children's communication and language skills. Staff often introduce children to new vocabulary. For example, they encourage children to talk about a 'bungalow' during a walk in the local area.
- Staff have a good understanding of what they want children to learn, including children with SEND. Staff focus on helping children to develop their thinking and extend their mathematical knowledge. For example, they encourage children to make 'three more' candles for their model of a birthday cake. Children confidently count the number of candles to check they have enough.
- There are good learning opportunities for toddlers during outdoor play. Staff get involved in children's role-play situations as they imagine they are travelling on a train in the garden. They provide additional writing tools to inspire children to make marks that represent the train tickets.
- Staff put good thought into providing space, toys and equipment that help to promote children's physical skills. For example, they set up interesting trays filled with water, glitter and various tools. They show children how to pinch pipettes to suck up the water. This helps children to practise and strengthen the muscles

in their hands and their physical control.

- Children are consistently encouraged to follow positive rules and value and respect different ideas and opinions. Staff act as good role models and provide children with plenty of praise and encouragement. Younger children learn to play cooperatively. For example, they use a sand timer to help them to take turns when they use popular toys.
- Partnerships with parents are good. Staff value parents' contributions to their children's ongoing learning. They get to know the needs of each family and help them to access support from other professionals. Daily feedback discussions and updates on an online application help to ensure that parents are kept well informed of their children's progress.
- Staff teach children about the importance of good hygiene. For example, they encourage older children to independently find a tissue to wipe their nose. Children remember to put used tissues in the bin to 'keep the germs away'. Staff provide nutritional snacks and work with parents to ensure children have healthy choices in their lunch boxes.
- Staff have regular opportunities to discuss and reflect on their performance, including during supervision meetings. In the main, they are keen to develop new initiatives and practices that benefit the children's learning. However, staff are not fully supported to review and adapt daily routines, such as mealtimes, to ensure children reach the highest levels of engagement and enjoyment.

## Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibilities to keep children safe and protect them from harm. They know the procedures to follow to report any concerns about the welfare of children in their care. All staff undertake regular safeguarding training. This helps them to learn about wider safeguarding matters, such as how to identify the possible risks to children when accessing online activities. The manager checks staff's knowledge and understanding through team discussions and supervision meetings. There are effective arrangements for the safe recruitment of staff. This helps to ensure children are cared for by suitable adults.

## What does the setting need to do to improve?

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

- support staff to review the organisation of daily routines, particularly when moving between different activities, to maximise children's engagement in their learning.

## Setting details

<b>Unique reference number</b>	EY420834
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10217044
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 9
<b>Total number of places</b>	42
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Little Elms
<b>Registered person unique reference number</b>	RP530324
<b>Telephone number</b>	07947167701
<b>Date of previous inspection</b>	19 November 2021

## Information about this early years setting

Little Elms registered in 2011. It is located in Elmswell, Suffolk. The setting employs 17 members of childcare staff. Of these, 14 hold an appropriate early years qualification at level 2 or above. The setting opens Monday to Friday, all year round. During school term times, pre-school sessions operate from 8.45am to 3.15pm. A breakfast club is offered from 7.45am to 8.45am and an after-school club from 3pm to 6pm. During most school holidays, the setting operates from 7.45am to 6pm. Funded early education is provided for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Sarah Clements

## 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 manager and inspector discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views with the inspector, and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working at the setting.

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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