

Inspection of Little Knuckles Nursery

43 Liberty Bridge Road, London, Newham E15 1FT

Inspection date: 19 December 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 receive a warm welcome when they arrive at the setting. They greet the staff and their friends with genuine affection and quickly settle down to play. Children are happy and secure throughout the day and show positive attitudes to learning. For example, toddlers concentrate intently as they discover how to operate the moving parts on toy diggers. They develop this interest further as they use the diggers to transfer dried pasta between containers. Children enjoy a range of experiences to further develop their knowledge of the world. For instance, they learn about the needs of living things as they help to look after their pet turtle. Children go on regular outings within their local community, which teaches them about different people and environments.

Staff have high expectations for all children. They encourage children's learning and praise good manners and kind behaviour. Therefore, children are aware of the boundaries and behave well. All children enjoy their growing independence. From an early age, they begin to manage their own personal care and hygiene. Babies and toddlers learn to wash their hands and use cutlery at mealtimes. Pre-school children confidently serve their own food and drinks. They explain the importance of eating a variety of foods and brushing their teeth, to help keep their bodies healthy and strong.

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

- The owner and manager form a strong leadership team. They strive to provide the best care and education for all children at the setting. Leaders regularly review the provision and speak with great enthusiasm about recent developments and future plans. For example, in response to parents' comments, they have introduced activities such as yoga, to further promote children's physical well-being.
- Staff observe children's interests and learning styles and encourage them to contribute their own ideas for activities. They use what they find out to plan varied learning experiences, which meet children's individual needs. This includes support for children who have special educational needs and/or disabilities and children who speak English as an additional language. For example, staff simplify language and use picture cards to help with communication. Consequently, all children, including those who receive funding, make good progress.
- The setting is highly inclusive and welcomes staff and families from a diverse range of backgrounds. Children enjoy sharing their experiences from home and happily celebrate events such as Christmas and Diwali together. They show interest and respect for their differences and are keen to explore other languages and cultures.

- Staff generally promote children's communication skills well. For example, they engage children in a wide range of stories and songs. However, staff do not always support quieter and less-confident children to join in and contribute to conversations and discussions.
- Children are well motivated to play, learn and make new discoveries. For example, children confidently explore how a balance scale works as they add items and materials of different weights. They quickly learn new words and enthusiastically predict what will happen next.
- Staff prioritise children's emotional security. They provide effective support when children first start and when they transition to new rooms. Staff have introduced cosy areas, where children relax and reflect on their feelings. They successfully use stories and discussions to help children talk about and begin to regulate their emotions.
- Children are physically active throughout the day. For instance, babies confidently negotiate the steps and slide on the climbing apparatus in their room. They consistently practise their large- and small-muscle movements through a range of 'hands-on' activities. Consequently, pre-school children demonstrate an excellent array of physical skills, in readiness for starting school.
- Parents are very happy with the service provided, and report that their children are happy and progressing well. Leaders and staff are always looking for new ways to include parents in their children's learning. For example, they have introduced a lending library to encourage a shared love of books. Leaders provide thoughtful touches, such as fresh fruit and water in the parent's reception area. They organise regular events, such as sports days, concerts and activity workshops, which help parents to feel welcome and valued.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to safeguard children. They complete safeguarding training and regularly discuss a range of safeguarding matters, to help strengthen their knowledge. This includes issues such as the risks from exposure to extreme views or domestic abuse. Staff recognise the signs that a child might be vulnerable to neglect and abuse. They are confident about what to do if they have a concern about a child's welfare or the conduct of a colleague. Staff assess the environment to remove and reduce potential hazards. There are robust recruitment processes in place, to help ensure staff's suitability.

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 develop their interactions with children further, to help quieter and less-confident children contribute to conversations and discussions.

Setting details

Unique reference number	2568691
Local authority	Newham
Inspection number	10250843
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	69
Name of registered person	Little Knuckles Nursery Ltd
Registered person unique reference number	2568690
Telephone number	0203 488 2417
Date of previous inspection	Not applicable

Information about this early years setting

Little Knuckles Nursery registered in 2020. It is based in Stratford, in the London Borough of Newham. The nursery operates each weekday from 7.30am to 6.30pm, all year round. The provider employs 13 staff. Of these, seven staff hold childcare qualifications. One staff member has a level 6 qualification and others are qualified at level 5, 4 and 3. The nursery offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider has 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 provider.
- The manager and nominated individual showed the inspector around the nursery premises and explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- Leaders ensured that relevant documents were available for the inspector to view. This included staff's suitability checks and paediatric first-aid certificates.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- Leaders met with the inspector to discuss leadership issues, such as recruitment and staff supervision.

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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