

Inspection of Little Heroes Nurseries Ltd

1 Weston Avenue, Thames Ditton KT7 0NB

Inspection date: 10 February 2023

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 arrive happy and are eager to start their day at this friendly nursery. They are greeted by their key person and separate from their parents with ease. Children develop warm relationships with staff, who know them well. Babies' individual needs are carefully considered when they first start. Staff fully understand what children can already do, enabling them to plan for their next steps easily. This helps children to feel safe and secure.

Children become confident communicators. They develop their vocabulary through naturally occurring events and interactions with staff. For instance, children learn about the different-coloured flowers, such as lavender, on walks. They talk about 'squishy mud' as they stomp through the woodland area. Children are sociable and behave well. They listen and create meaningful conversations with staff as they explore the natural surroundings. This promotes children's self-esteem and well-being.

Children experience a range of activities that support their physical development. Babies pull themselves up on equipment to build strength in their legs. Older children develop their hand muscles as they pinch pipettes to suck up water in a tray. This helps them to gain the skills they need for early writing. All children demonstrate a positive attitude to learning, including children with special educational needs and/or disabilities (SEND).

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

- The manager has worked hard with staff to create an ambitious curriculum. However, this is not yet fully embedded throughout the whole nursery. Staff understand individual children's development well. However, the overall intention of the curriculum within the nursery is not always fully understood. Occasionally, staff do not always plan activities that are focused on what children need to learn next.
- Staff identify any children who will benefit from additional support. They are proactive and work very well with parents and other professionals. This ensures that children with SEND receive the early help they need. Staff inform parents about the progress their children make and share strategies to continue their learning at home. Parents are very grateful for the support they receive from the nursery.
- Staff provide children with many opportunities to develop their skills according to their age and stage of development. Children gain independence in preparation for later learning. For example, pre-school children put their coats on to go outside. Toddlers learn to fasten their own shoes, and babies begin to feed themselves at mealtimes. Children develop their independence in preparation for

later learning.

- Staff are skilful at following children's chosen play. They use teaching opportunities as children explore, introducing shapes and counting with children. This helps children to learn mathematical concepts. However, some adult-led activities are not finely tuned to children's learning needs. For instance, during group times, children lose focus and do not fully benefit from the planned teaching activities. This means that, occasionally, some teaching opportunities are not fully effective.
- Staff have high expectations for children's behaviour. They praise children for their good behaviours. For instance, staff encourage young children to take turns making play dough. Furthermore, staff use stories to talk about different emotions, such as 'happy' and 'sad'. Older children demonstrate their understanding of this when they say that their friends make them happy.
- Staff sit alongside children in areas such as that used for role play. They actively join in with the children's play as they use resources pretending to be builders. Children mix different potions with powder paints, exploring the various colours. Children concentrate well and enjoy imaginative play.
- The manager supports the professional development of staff well. For instance, staff have recently completed training in how to understand children's behaviour. This helps staff use strategies to promote children's positive behaviour and actions.
- Parents are extremely complimentary about the care and education that staff provide to their children. They appreciate the extra activities the children are offered at the nursery, such as yoga and ballet, and the regular trips in the local community. Parents know the staff very well and comment on the uniqueness of the nursery, which provides a homely feel. Partnership with parents is strong.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to keep children safe. They know what action to take if they have cause to be concerned about a child's welfare. Staff understand the local procedures to follow should they need to report a concern about a child's safety or concerns about an adult. Regular in-house training is used to ensure that staff develop a breadth of safeguarding knowledge. Staff teach children about road safety on local walks. This helps children to learn how to keep safe.

What does the setting need to do to improve?

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

- make the planning of adult-led activities, particularly group times, more precise so that children remain interested and engaged in learning

- support all staff to have a clear understanding of the curriculum intent so that their teaching is consistently focused on what they want children to learn.

Setting details

Unique reference number	2641008
Local authority	Surrey
Inspection number	10275787
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	63
Number of children on roll	63
Name of registered person	Little Heroes Nurseries Ltd
Registered person unique reference number	2641007
Telephone number	07535640641
Date of previous inspection	Not applicable

Information about this early years setting

Little Heroes Nurseries Ltd registered in 2021. It operates from a converted house in Thames Ditton, Surrey. It operates Monday to Friday, 7.30am to 6.30pm, 51 weeks of the year. The nursery employs 24 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and above. The nursery provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Lane

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 joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out two joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the management team and looked at relevant documentation and evidence of the suitability of staff working in 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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