

# Inspection of Little Elms Daycare Catford

50 Muirkirk Road, London SE6 1BQ

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Inspection date: 23 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in their well-organised and welcoming learning environment. Older children build strong friendships. They play cooperatively while playing imaginative games in the home corner or during outside play. They develop good social skills as they negotiate and take turns well. Babies and toddlers show secure bonds with staff as they seek comfort or support. Babies enjoy lots of cuddles and settle quickly when they begin, helping them to feel safe and secure. Children are well behaved. They actively follow daily routines such as helping to tidy away toys and helping to set up for lunch.

Children enjoy being creative. Toddlers actively explore play dough as they roll it in their hands and tell staff they have made a sausage. They develop their physical skills as they make good attempts at using handheld tools such as rolling pins and cutters. Staff extend children's vocabulary well by introducing new words as they talk about the 'sparkly' dough and ask children if they can roll it flat. Children learn early mathematical skills as staff talk about 'big' and 'small' pieces of dough. Children recognise the different animal-shape cutters and keenly join in making animal sounds and singing songs about animals. Children concentrate well during this well-planned activity which successfully promotes their learning and development.

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

- Staff implement effective teamwork throughout the day. They check ratios are met before taking small groups of children outside, for example. They also work calmly and swiftly together when unexpected events occur, such as children becoming unwell. This ensures that children's health and safety is successfully promoted.
- Staff have recently made improvements to strengthen their understanding of risk assessments and supervision of children, especially regarding their end-of-day routines when staff are handing over children into the care of other staff. This ensures better communication regarding staff's responsibilities and information to share with parents at collection times.
- Staff support children who have emerging additional needs very well. They work closely with parents to share information and initiate assessment processes. Staff are calm and know the best ways to respond to children's behaviours, for example if they are upset. They use signs and picture cards to aid communication. As a result, children who have additional needs join in activities well and have made good progress from their starting points.
- Children enjoy lots of stories read by staff throughout the day. They listen well, following the storyline, and keenly answer questions about the book. However, staff could do more to plan and organise group sessions better, especially for

babies, to fully enhance children's learning experience.

- Older children develop good personal independence. They use the bathroom independently and know to wash their hands before meals. They confidently put on their coats and line up to go out to play. During mealtimes, they make choices of foods they like to eat and confidently pour their own water. They make choices during play, promoting their learning independence and helping them feel well prepared to move on to the next stage of their education.
- Although staff complete risk assessments to minimise any safety risks to children, checking of resources such as books is less robust. As a result, some books in all group rooms are worn or torn. This decreases children's enjoyment of looking at books and early reading skills.
- Parents say that communication is good. Staff share lots of information on an online app and chat at collection times, so parents know all about their child's day. Parents say their children's language and communication skills have improved, as staff sing lots of songs with them. They value that staff support their children's individual needs and feel their children are prepared to move on to school.
- Effective key-person systems are embedded in staff's practice. Staff know children well and continuously monitor their progress. They plan activities that focus on children's individual learning needs and interests. As a result, children are making good progress in their learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff complete safeguarding training and know the signs that indicate a child may be suffering abuse. They understand the child protection procedures to follow if they have any concerns about children's welfare or if any allegations are raised against staff. Robust vetting and recruitment procedures are in place to ensure staff are suitable to work with children. Staff participate in regular supervision sessions with managers. This ensures their ongoing suitability is monitored and their professional development is reviewed, including identifying any training needs to improve their childcare practice. Managers ensure all required documents are appropriately maintained. They actively review any concerns or identified risks and make improvements to ensure children's health and safety is promoted effectively.

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

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

- strengthen the planning of group sessions, especially for babies, so they are more focused and organised to fully enhance children's learning experiences
- review risk assessments of resources to ensure books in all group rooms are in good condition to promote children's ongoing interest and enjoyment of books.

## Setting details

<b>Unique reference number</b>	EY499880
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10276906
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Little Elms Daycare Nursery Limited
<b>Registered person unique reference number</b>	RP902320
<b>Telephone number</b>	02038677177
<b>Date of previous inspection</b>	18 May 2018

## Information about this early years setting

Little Elms Daycare Catford registered in 2016. The nursery is one of 10 nurseries privately owned by Little Elms Daycare Nursery Limited. The nursery is open from 7.30am to 6pm Monday to Friday, all year round. The nursery receives funding for free early education for children aged two, three and four years. There are 27 staff. Of these, 15 staff hold qualifications between level 2 and early years degrees. Eleven staff are unqualified, including bank staff and a chef.

## Information about this inspection

### Inspector

Jo Geoghegan

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- This inspection was carried out following Ofsted's risk assessment process.
- The inspector and manager completed a learning walk to discuss the curriculum offered and how the setting is organised.
- The inspector held discussions with staff, parents and children and took account of their views.
- The inspector sampled a range of required documentation, including children's records, and staff vetting and recruitment and qualifications.
- The inspector and manager completed a joint observation of staff during an activity and assessed the impact of teaching on children's learning.

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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