

# Inspection of Little Engineers Nursery

Fowler Newsam Hall, Avenue Road, London N15 5JG

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Inspection date: 15 March 2023

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<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	Not applicable

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

### **The provision is good**

Children are happy to arrive at this welcoming nursery. They are greeted by friendly staff. Children form good friendships as they are eagerly met by their peers, who help them take off their coats. They learn simple rules, such as using 'gentle hands' and 'walking feet', during carpet time. This helps children to have clear expectations and, as a result, behaviour is good.

Children develop a love for books. Staff take every opportunity to incorporate literacy throughout their teaching. Children readily choose books to share with staff. Cosy reading corners create a calm space for children to enjoy books. Toddlers explore 'touch and feel' books with interest, as they feel the different textures of farm animals. They start to recognise letters as they learn that the word 'lion' starts with an 'L'. This supports children to develop early literacy skills in preparation for starting school.

The nursery has strong links with the local community. Children enjoy trips to the local library and visit the local nursing home. This supports them to learn about the wider world around them. Children learn about people that help them in the community. For example, professionals from the local hospital come and talk to them about oral health.

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

- Leaders build a clear and progressive curriculum based on the children's needs and interests. Reflective planning ensures that staff fully support children to become secure in their learning before they move to the next stage. This supports children, including those with special educational needs and/or disabilities, to make good progress in their learning and development.
- Children make good progress in their communication and language. They respond to familiar rhymes and songs, which staff incorporate throughout the day. Toddlers link actions to words as they sing 'twinkle, twinkle little star' and hold their hands up to make star shapes. Older children articulate themselves well as they tell staff they are looking for the 'triangle-shaped toy'. Children hold meaningful conversations with staff and communicate their needs clearly.
- Staff provide children with a good range of interesting adult-led and child-initiated activities throughout the nursery. For example, children make potions mixing water and flower petals together. Babies enjoy the sensory experience of feeling soil and coloured rice in their hands. Staff readily play alongside children and engage them in meaningful interactions. However, sometimes, staff do not consistently make the most of spontaneous conversations during activities and use questions, to extend children's learning even further.
- Staff encourage children's independence effectively. Toddlers learn from an early

age to feed themselves and learn how to peel bananas. Older children confidently pour their own drinks at snack time and put their coats on to play in the garden. This supports children to be ready for the next stage of their education.

- Leaders and managers have a clear drive to deliver high-quality care. Staff receive regular supervision and their practice is closely monitored. Any areas for improvement are identified and supported with professional development opportunities. Training is focused and shared with the team to ensure that all staff benefit. Leaders work hard to promote staff's well-being. Staff have access to a wide range of services to support them and attention is given to having a balanced workload. Staff speak highly of the leadership team and say they feel well supported.
- Babies are generally settled and happy. Staff interact well with them and provide effective nurturing to make them feel safe and secure. However, on occasions, some transitions between activities and care routines are not as smooth as they might be. Staff are focused on routine tasks, which leaves some babies waiting. This results in some babies becoming unsettled, which interrupts their play and learning.
- Staff form good partnerships with parents. There are effective communication methods to inform parents about all aspects of their children's time at the nursery. This includes daily chats and an online app. Parents value the positive attachments that their children make with staff and comment that their children have come on 'leaps and bounds'.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff maintain a safe and secure environment for children to play. They carry out daily risk assessments to ensure that the nursery is safe and hazards are minimised. Children become familiar with what to do in the event of a fire through regular fire evacuation drills. Staff demonstrate a good knowledge of the signs and symptoms of potential abuse and or neglect. There are clear processes in place to direct staff should they need to report a concern about the welfare of a child. Leaders have robust recruitment procedures in place to check the suitability of adults working with children.

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

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

- strengthen teaching to ensure all interactions with children are high quality and extend their learning
- review and improve the organisation of transitions and everyday care routines for babies, so they can swiftly re-engage in purposeful play and learning.

## Setting details

<b>Unique reference number</b>	2624778
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10276068
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	32
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	LDBS Academies Trust
<b>Registered person unique reference number</b>	RP548234
<b>Telephone number</b>	02034755316
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Engineers Nursery registered in 2021. It is located in South Tottenham, in the London Borough of Haringey. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery is open Monday to Friday from 8am to 5.45pm, all year round, except for two weeks at Christmas and one week at Easter. It receives funding to provide free early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Emily Woodhead

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The manager and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff records and safeguarding documents.
- The inspector spoke to parents during the inspection.

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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