

# Inspection of Little Learners Community Nursery

645 Hertford Road, Enfield EN3 6ND

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Inspection date: 31 March 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 arrive happy, excited and eager to start their day. Friendly staff greet them warmly as they enter. Children say goodbye to their parents quickly and look for their name card for self-registration enthusiastically. They run towards staff, who cuddle them and ask how they are. Staff form strong bonds with children and this helps children to feel safe and secure. Staff develop close relationships with parents from the moment their children begin settling in and work in partnership with them. Staff gather information about children from parents and use this information to plan activities that meet children's individual interests and needs.

Children develop their independence. For example, younger children take off coats and hang them on a peg. Older children pour water into an open cup, sit at the designated table to drink, and tidy the cup away. Children confidently make choices about what they want to play and how to do things to lead their own play. They are willing to share ideas with others and listen to their responses attentively. Staff act as excellent role models, as they treat others with respect and kindness. As a result, children behave very well. They learn to share as they make sure that their friends also have enough resources to participate in the same activity.

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

- Staff comment positively about the support they receive from the manager. The manager completes ongoing staff supervisions. She holds regular meetings with staff to discuss their well-being, responsibilities and professional development. Staff access a variety of training to keep their knowledge up to date. The manager and staff are reflective and work well as a team to identify what they could improve for children.
- Staff plan a curriculum that is rich in cultural capital. Children are provided with plentiful of opportunities to go out into the local community, where they are exposed to new environments and meaningful experiences. They go on regular trips to visit the local shop, post office and library. Children politely greet the librarians, carefully choose a book to read and share the public space with local children of a similar age. This helps to raise children's awareness of the diversity of the local community and the wider world around them.
- Children with special educational needs and/or disabilities (SEND) receive good support. Staff have established links with external professionals to ensure that children gain the relevant support and intervention they need. Staff, parents and professionals work collaboratively to ensure that strategies and support for children are in place. Staff use additional funding well to provide specific support that meets the needs of individual children. For example, staff recently attended training to enhance children's speech, language and communication skills. As a result, children make good progress.

- Staff support children to learn healthy lifestyles. They discuss what foods help them to be healthy and how to look after their own teeth. Recently children visited the local dentist and they relished learning about oral health. Children have regular, planned opportunities to be outdoors in the fresh air. They also engage in some physical activities, such as throwing a ball into hula-hoops and balancing on stepping stones. However, children do not always have the opportunity to challenge their physical capabilities.
- Parents speak highly about the nursery. Parents say their children love coming to nursery and make good progress in their development. A parent described staff creating a 'home-from-home environment' for children, where they feel happy. Staff regularly share information about children's progress. They advise parents to support their children's learning at home continuously.
- Overall, children benefit from a well-planned, sequenced curriculum. Staff know what children can do and need to do next. For example, children take part in a group activity making fruit kebabs and learn about healthy foods. They are learning how to count based on the fruits in the book 'The Very Hungry Caterpillar'. They willingly put pieces of fruits on a skewer as they count. However, at times, staff do not recognise when they need to differentiate activities to suit the different ages and stages of children, especially for older children. Consequently, at times, some children do not receive a high-quality learning experience.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager makes sure that staff fully understand their roles and responsibilities in keeping children safe through training, quizzes and discussions. Staff are alert to the signs and symptoms of abuse and know the local referral procedures to follow if they have a concern. Recruitment procedures and regular ongoing suitability declarations of staff are effective to check that staff are continuously suitable to work with children. The premises are safe and secure so that children cannot leave unsupervised, and unwanted visitors cannot gain access. The staff complete daily health and safety checks to ensure that the environment is safe.

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

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

- review and adapt the curriculum to create more opportunities to maximise and challenge children's physical development
- build on staff's current knowledge of differentiating planned group activities to meet the individual developmental needs of children, especially for the older and more able children.

## Setting details

<b>Unique reference number</b>	EY486227
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10264377
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Little Learners Nurseries Limited
<b>Registered person unique reference number</b>	RP531995
<b>Telephone number</b>	07873122505
<b>Date of previous inspection</b>	13 June 2017

## Information about this early years setting

Little Learners Community Nursery registered in 2015. It situated in Freezy Water in the London Borough of Enfield. The nursery opens Monday to Friday from 8.45am 3.15pm during term time. The provider is in receipt of funding for free early education for two-, three- and four-year-old children. The provider employs six members of staff. Of these, three hold appropriate early years qualifications at level 3.

## Information about this inspection

### Inspector

Yuko Utsumi

## 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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