

Inspection of Little Beans Balham Boutique Nursery

24 Ritherdon Road, London SW17 8QD

Inspection date: 13 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children settle quickly because they receive a warm welcome from staff, who are kind and caring. They enjoy the spontaneous cuddles and reassurance, which helps them to feel happy and safe. Children who have recently joined the nursery adapt to the new environment and form positive relationships with staff members. They are learning to share and take turns with their peers. However, there are some occasions when children become bored and restless. This is because staff's expectations for children's learning is not consistently high enough. As a result, some activities are not suitably challenging to maintain children's attention.

Despite that, children gain some skills for the future. For example, they develop their communication and language skills through nursery songs and rhymes. Other activities, such as messy play with cereals and cooked spaghetti, enable children to build on their creativity and imagination. There are also opportunities for children to develop their physical strength and mobility. For instance, they are learning to propel themselves on ride-on toys using their legs. There are some occasions when staff interrupt children's play abruptly to complete daily tasks, such as nappy changing and mealtimes. This does not sufficiently support children's enjoyment at all times.

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

- The manager, who is relatively new to a managerial role, is beginning to build relationships with staff. However, she lacks knowledge of how to support and coach staff effectively to ensure that children receive good quality care and education. Having said that, staff have completed mandatory training, such as first aid and safeguarding to protect children's welfare.
- Staff observe and monitor children's play. However, they do not always use the information collected to deliver a curriculum that is sufficiently stimulating and purposeful. For example, staff plan a group activity but demonstrate a lack of understanding of what they want children to learn. This prevents children, including those who speak English as an additional language, to make rapid progress from their starting points.
- There are opportunities for children to develop their independence skills. For instance, they show ability to feed themselves at mealtimes. Toddlers have a good go at taking off their shoes after garden play. This shows children's willingness to do manageable tasks for themselves.
- Staff promote 'sharing is caring' to help children to behave appropriately. Having said that, occasionally, they struggle to keep children motivated to play because their teaching practice is not strong enough.
- Children have some opportunities to develop their understanding of diversity, such as through outings to the local community. They also hear other languages

spoken at the nursery, such as Spanish.

- Children initiate their own play. For example, they have lots of fun as they play 'peekaboo' using play scarves. Babies and toddlers laugh and babble as they cover and reveal their faces to staff members.
- Staff give children the confidence to practise their crawling and walking skills, for example through lots of praise and encouragement. This helps to promote children's self-esteem.
- Parents report that their children are safe and secure at the nursery. They find that staff who greet them at the door are warm and caring. However, some parents are not fully familiar with staffing arrangements. In addition, they do not always receive the information that they need, specifically about their children's daily routines. This does not ensure an effective working partnership with all parents.
- Staff encourage children to clean their hands before and after handling food. However, some of them do not wash their hands in between wiping children's noses. This does not prevent the risk of being exposed to germs and the spread of infectious illnesses. Therefore, children's good health cannot be fully assured.
- The manager does not yet evaluate the quality of the provision rigorously to identify and address all areas for improvement. This includes the weaknesses in how staff organise the daily routines.

Safeguarding

The arrangements for safeguarding are effective.

Staff ensure that unauthorised persons do not enter the premises to help protect children's welfare. They have procedures in place to respond to emergencies, such as in the event of a fire. Staff know how to identify indicators of harm, including the risks associated with extreme views and behaviours. They are aware of how to escalate any concerns about children's welfare to relevant agencies. Staff also know how to respond in case of any allegations. They complete relevant checks to assess their suitability to work with children. The supervision of children is appropriate, which helps to keep them safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve supervision and training opportunities for staff to ensure they offer a good quality provision	08/06/2023

improve the planning and implementation of the curriculum to enable staff to plan stimulating and purposeful activities for the children.	08/06/2023
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To further improve the quality of the early years provision, the provider should:

- improve the organisation of the daily routines to ensure that children can fully enjoy their play
- review the communication with parents to ensure that they receive all relevant information about the nursery and their children's learning and care practices
- ensure that all staff follow consistent hygiene practices to promote children's good health
- evaluate the quality of the provision rigorously to identify all areas of development and act on them swiftly to improve children's learning experiences.

Setting details

Unique reference number	2621756
Local authority	Wandsworth
Inspection number	10281067
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 2
Total number of places	21
Number of children on roll	24
Name of registered person	Lucky Beans Childcare Limited
Registered person unique reference number	RP561210
Telephone number	07885274046
Date of previous inspection	Not applicable

Information about this early years setting

Little Beans Balham Boutique Nursery registered in 2021 and it is located in the London Borough of Wandsworth. The nursery is open each weekday, from 7.30am to 6.30pm, except bank holidays. The nursery employs eight staff members. Of these, six hold relevant childcare qualifications from level 2 to level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 provider and has taken that into account in their evaluation of the setting.
- A learning walk was completed by the inspector and manager. They observed an indoor activity and discussed the impact this has on children's learning.
- The inspector gained the views of parents and engaged with the children during the inspection. She observed children's play inside and outside.
- A range of documents was viewed by the inspector, including staff's suitability checks and qualifications as well as children's attendance records.
- The inspector held meetings with the nursery manager and support manager to discuss matters relating to leadership and management.

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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