

# Inspection of Little Learners Nurseries Ltd

St Helier Hall, 12 Eastfield Road, Enfield EN3 5XF

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Inspection date: 18 May 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 at this welcoming nursery with big smiles, eager to start their day. Staff get to know the children well and are kind and responsive to their individual needs. Therefore, children settle quickly and feel safe. They build trusting relationships with staff and seek them out to share their activities and achievements. Staff respond with enthusiasm, which helps to boost children's self-esteem. Children play together well and develop good friendships. They learn about the languages and cultures of their peers and celebrate a variety of special events together, such as a multicultural day. Children enjoy walks and visits within their local area with staff, to help them find out about their community. This helps them to be understanding and tolerant about different ways of life.

The manager and staff have high expectations for all children. They provide an ambitious curriculum with lots of exciting activities and resources. This motivates children to learn and play. Children confidently choose their activities and engage with enjoyment and purpose. For instance, children are captivated to discover that the dinosaurs have been frozen in a block of ice. They eagerly explore how to release them. Children follow good hygiene routines and learn to manage their personal care. They acquire a broad range of skills and knowledge in preparation for starting school.

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

- The highly qualified and experienced manager is passionate about her role and works hard to support the children and families that use the nursery. She continuously evaluates the provision to identify areas for further development. For example, the manager understands that good communication skills play a key part in children's learning. Therefore, she has focused on enhancing this area of the curriculum, such as through staff training and liaising with other professionals.
- Staff implement a good range of strategies to promote children's speech and language. For example, they introduce children to a broad range of words during play, to enhance their vocabularies. However, they do not always focus sharply enough on the children who need most support, to ensure that they benefit as much as possible from the learning experiences.
- Children who receive additional funding and those with special educational needs and/or disabilities are well supported in the nursery. The manager and staff communicate effectively with parents and outside agencies to help them understand and cater for children's individual needs. They are attentive and support children's independent play and exploration. Therefore, children make good progress from their starting points.
- Children demonstrate positive attitudes to learning. For instance, they are keen

to take on the challenge of making play dough. Children confidently add and combine ingredients. They are not fazed when their mixture is too wet and laugh, 'I have made slime instead!'. Children reason that they can fix the problem by adding more flour. They are motivated to keep trying, and show a sense of pride when their play dough is the right consistency.

- Staff are role models and encourage good manners and kindness. In general, they support children's behaviour well. For instance, staff remind children to share and show them how to take turns. However, they do not always give children clear expectations about why rules and boundaries are necessary. This would help children to understand the possible consequences of their actions and support them to self-moderate their behaviour.
- Children learn that there are lots of enjoyable ways to keep fit and healthy. They show pleasure in being active and initiate games which involve vigorous exercise, such as jumping. Children develop increasing strength and control of their bodies as they practise yoga stances with staff. This helps them to become confident, as they build further on their physical skills.
- Parents comment that they feel confident to leave their children at the nursery, as they know that they are safe and well cared for. They appreciate the regular feedback on their children's learning and value staff's advice on issues such as potty training. Parents say that their children are much more confident and sociable since joining the nursery and are making good progress in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their safeguarding roles. They receive regular safeguarding training, to help keep their knowledge and skills current. The manager and staff recognise the signs of abuse and know what to do if they become worried about a child's welfare. They understand the procedures to follow if there is an allegation or safeguarding concern about a colleague. Staff check the premises and resources daily to provide a safe learning environment for children. The provider has appropriate procedures in place to check staff's suitability.

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

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

- strengthen further the support for children who need more help to develop their language and communication skills
- help staff to further support children's understanding of the need for rules and boundaries, to aid children in learning to moderate their behaviour.

## Setting details

<b>Unique reference number</b>	EY467006
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10286091
<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>	42
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Little Learners Nurseries Limited
<b>Registered person unique reference number</b>	RP531995
<b>Telephone number</b>	07782 126 443
<b>Date of previous inspection</b>	31 October 2017

## Information about this early years setting

Little Learners Nursery registered in 2013. It is located in the London Borough of Enfield. The nursery opens Monday to Friday, from 9am until 3.30pm, during school term times only. The provider employs six members of staff. Of these, five hold early years qualifications, two staff hold qualified teacher status and three staff have qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Crawford

## 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 this into account in their evaluation of the provider.
- The manager showed the inspector around the nursery premises and explained how they organise the environment and learning programmes for children.
- The inspector observed activities and interactions between children and staff, to evaluate the quality of the education. This includes a joint observation with the manager.
- Parents, staff and children shared their views and experiences of the nursery with the inspector.
- The manager and nursery owner met with the inspector, to discuss issues such as staff recruitment and training. They ensured that documents, including staff's suitability checks and paediatric first-aid certificates, were available for the inspector to view.

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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