

Inspection of Little Learners Nurseries

Florence Hayes Childrens Play Centre, 34 Fore Street, London N18 2SS

Inspection date: 8 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by the friendly and attentive staff. They develop strong attachments and therefore feel safe and secure. Children benefit from consistent routines and boundaries. Therefore, they quickly learn about expectations, such as washing their hands before eating. Children receive consistent guidance from staff, to support their positive behaviour. They develop excellent social skills and learn to moderate their behaviour well. For example, older children confidently use timers to help them take turns with the resources.

Children enjoy an ambitious and well sequenced curriculum that successfully builds on their skills and knowledge. The managers and staff have a clear vision of what they want children to learn and achieve. For instance, they know that children joining the setting often need help to develop their speech and build relationships. Therefore, there is a strong focus on language and social development, to help children succeed in these areas.

The nursery is highly inclusive and welcomes children from diverse backgrounds. Staff ensure that resources and displays represent a variety of cultures and communities. Consequently, children develop their understanding of different people and ways of life. Staff find out about children's experiences at home and ensure that these are included in the curriculum. For example, children celebrate religious and cultural events together. This helps all children to value their uniqueness.

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

- Managers provide strong and effective leadership for the staff team. They have a secure overview of the nursery and ambitious plans to develop the provision further. Staff say that they are well supported by managers and morale is high. They speak with enthusiasm about the opportunities for training and describe how they implement what they have learned. For instance, staff are developing a 'self-care station' for children, to promote their independence even further.
- Staff monitor children's progress closely and swiftly identify where they may need extra help with their learning. They provide an excellent range of support for children, including those with special educational needs and/or disabilities (SEND). This involves close partnership working with parents and other professionals, where needed.
- Managers ensure that additional funding is used effectively, to enhance children's experiences and help them access the curriculum. For example, they have created a 'sensory area' to help calm and focus children with SEND, so that they feel secure and ready for learning.
- The support for meeting children's emotional needs is a real strength. For

instance, staff provide individual resource boxes, which contain toys and other items to comfort and engage children. Staff describe how they use these to help children regulate their emotions and feel secure at nursery. As a result, children settle in rapidly and their behaviour is very good.

- Overall, staff promote healthy lifestyles for children effectively. For instance, they arrange visits from a dentist, to help children learn about good oral health. Staff ensure that children are active during their play and provide lots of fun ways for them to exercise their bodies. However, staff could do more to help children understand the physical benefits of exercise and healthy eating.
- Staff do all that they can to enrich children's learning and help them experience the awe and wonder of the world. For instance, they recognise that some children have not had the opportunity to visit a beach or go to the cinema. Therefore, they replicate these experiences at the nursery. This helps to ignite children's curiosity and to prepare them for life outside of home and nursery.
- Staff provide good support for children who speak English as an additional language. For example, they learn and display common words in children's home languages, to aid communication. Staff also use visual resources, such as pictorial timetables, to help children understand the nursery routine and settle well.
- Managers and staff work hard to engage parents, to provide consistency in children's care and learning. For instance, they arrange workshops on children's oral health and language development. Staff have regular discussions with parents and send home books and resources, to help them continue children's learning at home.
- Parents are delighted with the provision. They comment that staff are extremely caring and treat each child as an individual. Parents say that their children progress well and love attending the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a secure understanding of their safeguarding responsibilities. They know how to recognise the signs of child abuse and can identify harmful situations, such as domestic abuse and radicalisation. The managers and staff understand the procedures to follow if they are worried about a child or concerned about the conduct of a colleague. They complete safeguarding and child protection training and are familiar with the nursery's policies and procedures. Staff check the premises and resources daily, to provide a safe environment for children. They undergo robust background checks, to help ensure their suitability.

What does the setting need to do to improve?

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

- consider ways to further develop children's understanding of how exercise and healthy eating affects their bodies and contributes to their overall health.

Setting details

Unique reference number	EY493305
Local authority	Enfield
Inspection number	10305572
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	28
Name of registered person	Little Learners Nurseries Limited
Registered person unique reference number	RP531995
Telephone number	07782126443
Date of previous inspection	26 February 2018

Information about this early years setting

Little Learners Nurseries registered in 2015. It operates from Florence Hayes Children's Play Centre in Edmonton, in the London Borough of Enfield. The nursery opens Monday to Friday from 9am to 3.30pm, during school term times only. The nursery offers funded early education for children aged two, three and four years. The provider employs seven members of staff, all of whom hold early years qualifications at level 3 or level 2.

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 that into account in their evaluation of the provider.
- The inspector spoke to staff, parents and children, at appropriate times during the inspection and took account of their views and experiences of the nursery.
- One of the managers showed the inspector around the nursery premises. She explained the curriculum and how they organise the provision.
- The inspector observed a range of learning experiences for children, to help assess the quality of education. This included a joint observation with one of the managers.
- The managers met with the inspector to discuss leadership issues, such as staff recruitment, supervision and training. They ensured that relevant documents 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023