

# Inspection of Little Fingers Community Nursery

St. Stephen's Church, Manfred Road, Putney, London SW15 2RS

---

Inspection date: 22 November 2023

<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	Good
--	------

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

### The provision is good

Children are happy and confident in this welcoming and caring nursery. They have secure and trusting relationships with each other and staff, which helps to support their emotional well-being. Children confidently choose from a wide range of activities, which have been carefully planned by staff to promote their interests. Staff provide many opportunities for children to develop their physical skills. Children eagerly help to arrange a traffic course with bicycles, where they practise skills such as balance and spatial awareness. Younger children learn how to safely use equipment, such as how to push a scooter. This helps them to learn how to manage risks, as well as acquire new skills.

Children behave very well. They know the routines and rules for the nursery. Staff are consistent in their expectations of children's behaviour. They use lots of praise and positive reinforcement to good effect, and children are keen to please. Staff place a great importance on promoting children's emotional well-being. They collect information about children's home lives and experiences to help to meet their individual needs. As a result, children build a positive sense of self. Staff recognise the challenges that children faced during the COVID-19 pandemic. They place an emphasis on supporting children to develop their social and language skills.

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

- Staff have a good understanding of the curriculum and how individual children learn. They plan a rich and varied selection of well-organised activities to encourage children to explore and build on what they already know. This helps children to make good progress.
- The nursery manager has high expectations for all staff. Staff say that they feel valued and enjoy working at the nursery. They have regular opportunities to discuss professional development through supervision sessions. At times, there is not consistent communication between the manager and the committee. For example, Ofsted has not been notified of changes to committee members. This is a breach of requirements. However, the impact on children is minimised because committee members do not work directly with children.
- Staff have established strong links with the community that the nursery serves. Staff organise weekly events within the nursery for children to meet with local older people. This helps to broaden children's knowledge of people and communities in the world around them.
- Staff interact with children well. They use opportunities to extend children's learning experiences and engage in meaningful conversations. Staff give children time to pause and think when asked a question, and listen to their responses with interest. However, occasionally, staff become distracted by other children engaged in different activities. This means that, at times, children are not

consistently benefiting from learning experiences that extend their understanding of the planned curriculum.

- Staff place a strong focus on children's language development, which is clearly evident in the nursery. They speak clearly and precisely, so that children, including children who speak English as an additional language, learn new vocabulary. Staff use stories to help all children to gain confidence with speaking. Subsequently, older children speak confidently during snack time about the food they are eating.
- Children develop their growing vocabulary, for example, through songs and discussion. Staff make books readily available to children, who use them regularly and request that staff read to them. Children take great joy in repeating familiar phrases in stories. This helps children to develop a love of reading and become confident communicators.
- Staff use mathematical language in everyday activities to embed children's knowledge and understanding. For example, they encourage children to count as they scoop sand into containers using their fingers to provide a visual prompt for children.
- Children have lots of fun and show positive attitudes to their learning. Staff support children to have a 'can-do' attitude. They encourage children to keep on trying when they encounter difficulties. Staff use praise and encouragement consistently. Children delight in their achievements when they reach their goals. For example, staff gently encourage children to dress themselves for outdoor play, offering encouragement to keep trying. This helps children to become resilient and confident learners.
- Partnerships with parents are strong. Parents are confident in the knowledge that their children are happy, safe and well cared for at nursery. They know their children's key person and receive regular communication regarding their children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The designated lead person has a secure understanding of their role. Staff clearly know the signs of abuse or neglect, including a range of safeguarding issues. The nursery has a clear policy in place and key contact details are displayed to support staff if they need to make a referral. The manager uses supervision sessions and staff meetings to refresh staff's knowledge and identify their future training needs. Safer recruitment practice is in place to ensure that only suitable people work directly with children. Staff are deployed effectively to keep children safe. They closely supervise children and undertake robust risk assessments to remove or minimise any potential hazards.

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

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

- develop communication further between leadership to continue to support the smooth running of the nursery
- embed the curriculum intent fully to consistently help all children to make more-rapid progress.

## Setting details

<b>Unique reference number</b>	123166
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10305424
<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>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	St Stephen's Church Committee
<b>Registered person unique reference number</b>	RP522461
<b>Telephone number</b>	0208 874 8649
<b>Date of previous inspection</b>	21 February 2018

## Information about this early years setting

Little Fingers Community Nursery registered in 1989 and is located in the London Borough of Wandsworth. The nursery employs three members of childcare staff, who hold appropriate early years qualifications. The manager holds qualified teacher status. The nursery opens during term time from 9am to 3pm, Monday to Wednesday, and 9am to 12.30pm on Thursday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Megan McClellan

## 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 staff and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The manager took the inspector on a learning walk of the nursery and talked to the inspector about the curriculum and what they want children to learn.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector spoke with the manager, staff and children at appropriate times throughout 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023