

Inspection of Lullabys at Little Village

Very Young Village, 18 Selhurst Place, London SE25 5PY

Inspection date: 15 November 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

What is it like to attend this early years setting?

The provision is good

Leaders and staff have high expectations of children from the start. They offer children warm affection and work very closely with their parents. Staff understand the impact that changing circumstances have on children. Children benefit from the two-way flow of information between parents and staff. Staff consider children's needs well. They implement activities that contribute to children's well-being. Staff support children to settle into new routines and help children to understand what is expected of them. Children who are new to the nursery seek out their key persons for cuddles and reassurance.

Staff consider the individual needs of children and build on what children already know and experience. They help children to learn and remember important skills, such as methods to put on their coats. Children quickly develop their independence and manage self-care tasks. Staff encourage children to acquire good communication and social skills. Children show that they are happy and confident.

Staff plan enjoyable outdoor experiences for children. They implement activities that help children to safely use their bodies in different ways. Children respond well to gentle reminders from staff about the possible impact of their actions. This helps children to understand how to behave and interact with others. Staff provide children with good opportunities to explore and develop their curiosity. Children enjoy and engage well in learning.

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

- The manager and staff are ambitious for children. They closely consider the needs of children who may be at risk of falling behind in their learning, including children with special educational needs and/or disabilities (SEND). The manager seeks feedback from parents and staff to evaluate and develop the service. Targeted funding is used very effectively to support improved outcomes for children.
- The manager supports staff to gain recognised qualifications and increase their knowledge of children. For example, staff complete training that helps them to understand how babies learn best. Regular and effective supervision helps staff to provide a good quality of education. More-focused professional development for staff who have allocated roles would enhance their effectiveness even further.
- Leaders work very closely with parents, external specialists and advisers. They seek appropriate support for children and their families and review the impact of targeted teaching. Children with SEND make good progress and their moves to school are well planned. Communication with some other settings that children attend is less effective.

- Staff adapt their teaching effectively, for example, as they support children to retell traditional stories. Children benefit from visual cues, contribute to related wall displays and speak about favourite book characters. Children's learning is further extended through real-life experiences, such as using different methods to grow beanstalks.
- Staff implement agreed methods that help children to understand their emotions and regulate their behaviour. Staff help children to become aware of the differing needs of their friends. They encourage children to allow their friends time to speak and involve less-confident speakers in group discussions. Children behave well. They take turns, share resources, and make good friendships.
- Staff use props, action songs and sign language to help children and babies to communicate and interact. They encourage children to choose books to look at independently and speak about what they see. Children join in with repetitive phrases during enjoyable story sessions. Children confidently share their experiences with staff and speak often about family members.
- Staff help children to learn and remember important skills, such as how to use cutlery, cut food and brush teeth. Staff acknowledge achievements when children put on their coats before outdoor play. They remind children to try to do zips first before seeking help. Staff work closely with parents to support successful toilet training. Children are eager to help with tasks.
- Parents are very happy with the care and learning that staff provide. They notice the improvements that their children make in their development and independence. Parents speak about the advice and guidance that they receive from staff to enhance their child's development at home. Children who hear a language other than English at home receive good support to develop their English speaking skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to risks to children, such as exposure to extreme views, domestic abuse or the unsafe use of technology. The manager and staff understand how to recognise and report indicators of abuse or harm. Staff work collaboratively with relevant agencies. They offer support and advice to help to keep children and their families safe. Staff are vigilant and attentive to changes in a child's home life. They manage risks effectively and maintain accurate records of children's attendance, accidents and personal care. Staff share information with parents and children to support healthy routines. There are appropriate arrangements to assess the initial and ongoing suitability of staff.

What does the setting need to do to improve?

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

- continue to strengthen arrangements for professional development so that staff are even more knowledgeable about their allocated roles
- enhance links with other settings that children attend to promote continuity of care and a shared approach to children's learning.

Setting details

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|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY376331 |
| Local authority | Croydon |
| Inspection number | 10289340 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 40 |
| Number of children on roll | 22 |
| Name of registered person | Abacus Childcare Settings Ltd |
| Registered person unique reference number | RP528145 |
| Telephone number | 0208 665 0595 |
| Date of previous inspection | 21 November 2017 |

Information about this early years setting

Lullabys at Little Village opened in 1990 and re-registered due to a change in company ownership in 2008. It operates in the London Borough of Croydon. The nursery receives funding to provide free early education for children aged two, three and four years. There are 12 staff who work with the children, of whom 11 have relevant childcare qualifications. The nursery employs an early years teacher.

Information about this inspection

Inspector

Kareen Jacobs

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector jointly observed a group activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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