

# Inspection of Little Learners Two (In the Gardens)

Coronation Gardens, Pirbright Road, LONDON SW18 5NB

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Inspection date: 1 December 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 are greeted warmly by caring staff who know them well. They are happy, behave well and confidently interact with staff, visitors and each other. Staff take every opportunity to give descriptive praise to children. Children who are reluctant to join group activities are supported sensitively to take their time and join in when they feel ready. This helps promote their confidence and self-esteem.

Children can independently access a wide range of activities, both indoors and outdoors. Activities cover all areas of the curriculum and promote children's all-round development. Staff sit with children and support them to develop their ideas and extend their learning. For example, children playing with cars in the shaving foam observe that the cars are dirty. Staff skilfully pose effective questions and the children decide they need a car wash. Staff then provide a bowl of warm water and children enjoy washing the cars.

Children have weekly access to dance, sport and storytelling activities. They learn about the natural environment as they walk in the park and observe changes in nature. They incubate eggs and hatch ducklings once a year and have the opportunity to see and handle exotic zoo animals twice a year.

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

- Children eagerly enter the setting on arrival. They speak confidently to staff and visitors. Staff respond warmly to the children and tell them what they have done well. This helps children understand what is expected of them.
- New children are offered settling-in visits. Staff provide parents with information about how children have settled after a short period and offer comfort and reassurance to children who show any signs of stress.
- Staff support children's move on to other settings by inviting staff in to meet the children and share information. This helps new staff get to know the children and prepare in advance to meet their needs.
- An effective key-person system is in place. Staff know their key children well and have warm relationships with them. They easily describe their likes, dislikes, abilities and development targets.
- Children show respect for each other as they spontaneously help each other at activities. They share, take turns and behave well.
- Parents speak highly of the care their children receive. They appreciate the detailed information and 'All About Me' book that staff provide for them. Parents receive regular newsletters which provide information about current activities so that they can extend learning into the home if they wish.
- Children with special educational needs and/or disabilities are quickly identified. Staff liaise with parents and refer to other professionals appropriately. They are

responsive to the children's needs and adapt the environment effectively to meet their individual needs.

- The reading area is well resourced with good-quality books. For instance, it has a canopy with twinkly lights and cushions on the carpet. Staff often read to children, and when they shake the tambourine for story time children quickly go and sit down to listen. They attend well and join in enthusiastically with the story, completing sentences when staff pause. This helps children develop an early love of books.
- Managers provide effective support for staff via supervision and annual appraisals. Staff are supported to attend ongoing training. They meet weekly to plan and evaluate activities, which promotes continuous improvement.
- Staff talk to children as they play, commenting on what they are doing and contributing new language. However, they do not consistently implement strategies gained on training to support children's early communication skills even further.

## Safeguarding

The arrangements for safeguarding are effective.

All staff are suitably vetted and have first-aid training. Staff speak confidently about what action they would take if a concern about a child's welfare arose. They keep their safeguarding knowledge up to date through regular training, including knowledge of The 'Prevent' duty guidance. The designated safeguarding lead has a thorough knowledge of her role and responsibility. Parents receive information about safeguarding in newsletters and on notice boards. A daily risk assessment is conducted of all areas of the premises. This helps to ensure children are safe.

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

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

- further develop strategies to support all children's early communication skills.

## Setting details

<b>Unique reference number</b>	EY449664
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10301267
<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 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Little Learners Two
<b>Registered person unique reference number</b>	RP906856
<b>Telephone number</b>	07749377253
<b>Date of previous inspection</b>	31 January 2018

## Information about this early years setting

Little Learners Two (In the Gardens) registered in 2012. It is located in Southfields in the London Borough of Wandsworth. It operates from 9am to 1pm on Mondays and Fridays and from 9am to 3pm on Tuesdays, Wednesdays and Thursdays during term time only. The provider is in receipt of funding for the provision of free early years education to children aged two and three years. There are five staff members, including the manager. Four of these hold a relevant early years qualification, including one who is qualified to level 5.

## Information about this inspection

### Inspector

Helen Deegan

## 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 viewed the setting and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together.
- The inspector spoke with members of staff at convenient times during the inspection.
- The manager and the inspector carried out a joint observation to assess the quality of education provided.
- Parents spoke to the inspector about their children's experiences at the setting.

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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