

Inspection of Little Beans Balham Boutique Nursery

24 Ritherdon Road, London SW17 8QD

Inspection date: 3 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome on arrival. They have strong relationships with their key person. They feel safe and secure and settle quickly. Staff know all the children extremely well. They create learning experiences that link to children's specific interests and needs. For example, children are showing an interest in singing. Staff make a books containing a variety of rhymes to enhance their language and literacy skills. Children happily play alongside each other. They learn to take turns, make their own choices, and regulate their own behaviour. Children feel valued and listened to.

Staff find out and plan for children's interests and learning needs. Staff provide opportunities for children to develop the skills required for the future. For example, babies chuckle as they anticipate the action of the word 'go', rolling a ball through the tube with their key person. Older babies recite the song for the 'What's in the bag' activity and explore props in the bag. Children engage in regular story time sessions. They enjoy looking at their favourite stories as well as home-made books detailing recent trips to the supermarket. Children enjoy pointing to and naming the objects they see in the basket. Children are developing the crucial skills needed to help them communicate well.

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

- The newly appointed manager has taken effective action to address weaknesses in practice highlighted at the previous inspection. This has had a positive impact, both on the quality of children's experiences and on staff well-being and morale. The manager and staff are highly motivated to make further improvements and continue to develop the nursery.
- The manager and staff implement a well-sequenced curriculum. Staff plan activities from children's interests and with a clear learning intent from observations and assessments made to help all children to make progress from their starting points. However, some activities planned for the children do not consistently challenge and enhance their learning. This means children are not always provided with high levels of challenge throughout the day.
- The curriculum for supporting communication and language is strong. Staff are good role models as they join children and comment on their play. They use clear speech and encourage children who speak English as an additional language to use their home language as well as learning English. However, staff do not repeat the correct word back to children to support their understanding of language. For example, when children refer to a train as a 'choo, choo' staff do the same.
- Children develop their physical skills as they play. Babies build up core strength as they balance and take first steps using the equipment as an aid. Older babies

balance, run and ride wheeled toys in the outdoor area. Children develop their small hand muscles as they move trains around a track and make marks in coloured foam using different resources. This builds skills for early writing.

- Children behave well. Although the staff have high expectations of children and encourage them to carry out tasks independently, at times, they do not consistently reinforce these expectations for all children. For example, at lunchtime, staff serve the children food and set the table for them. They also put aprons and coats on children, which they are more than able to do independently.
- Staff provide children with a wealth of resources, which they store within low-level furniture. This enables babies to reach out for toys easily, such as sensory resources. During play, they are fascinated as they scrunch different materials and play peekaboo using coloured scarves with staff. Older babies show high levels of enjoyment as they explore water, pouring and emptying containers, which promotes their coordination skills.
- Partnership with parents is good. Parents are positive about the setting and the care and attention their children receive from staff. They highlight how much progress their children have made over time. Parents appreciate the information they regularly receive about their children's progress and the ideas for how to support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- embed further how staff plan activities, so children's learning is continuously challenged in their learning
- improve staff's understanding of the importance for children to hear and use the correct word to enhance their vocabulary to make the best possible progress in their communication and language skills
- enhance opportunities for children to develop independence through daily routines.

Setting details

Unique reference number	2621756
Local authority	Wandsworth
Inspection number	10291057
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 1
Total number of places	21
Number of children on roll	18
Name of registered person	Lucky Beans Childcare Limited
Registered person unique reference number	RP561210
Telephone number	07885274046
Date of previous inspection	13 April 2023

Information about this early years setting

Little Beans Balham Boutique Nursery registered in 2021 and it is located in the London Borough of Wandsworth. The nursery is open each weekday, from 7.30am to 6.30pm, except bank holidays. The nursery employs five staff members. Of these, the manager holds a childcare qualification at level 5, two members of staff hold a level 3 and two unqualified are working towards a qualification.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- 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, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of activities with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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