

# Inspection of Little Robins Nursery & Preschool

2 Craigdale Road, HORNCHURCH, Essex RM11 1AE

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Inspection date:

6 August 2024

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Children are happy at this nursery, they have warm relationships with staff. They generally behave well and are taught to be kind to each other. Staff encourage children to talk about how they are feeling. They support babies as they are settling to sleep and offer cuddles when they wake up. Leaders and staff describe the curriculum as being led by the children, but this is not consistently implemented throughout the day. This means staff do not always understand what they want children to learn from the activities provided.

Leaders acknowledge that there has been a high turnover of staff and that there are not sufficiently qualified staff in the setting. Although this does not have a significant impact on children, at times this means that staff are not able to fully support the needs of children aged under two and some children do not fully engage with learning at certain times. During free play some children, particularly those with special education needs and/or disabilities (SEND) struggle to settle and often wander from activity to activity. When staff notice they try to focus them, but this generally has only a short-term impact as they need to pay attention to others in the setting.

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

- Children's physical activity is supported outside with access to a range of resources to support their developing needs. Older children love exploring the water tray, they pour jugs of water to fill up different containers and giggle when the water spills over. Staff are playful and encourage the children to take considered risks. If their clothes get wet staff reassure them that this is ok and help them to change if necessary.
- Staff teach children yoga as a group to support their well-being and physical development. Occasionally children under two become disengaged and restless during group activities because staff do not adapt their practice to meet their needs.
- Staff know children with SEND well, they set small targets for them to help them to make progress in their learning and development. They generally have high expectations for their behaviour but at times they can be left to their own devices and have to entertain themselves for too long due to challenges on staffing. This does not fully support them to manage their behaviour or consistently support their development towards their next steps in learning.
- Children enjoy joining in songs and rhymes with staff. They sing counting songs in groups, excitedly joining in with the words they know. Staff start to sing special routine songs, such as lining up or tidy up songs. This supports children to understand the routines of the day and encourages them to quickly tidy up together.

- During focussed activities staff support children's learning well. For example, in the garden they play a game where the children throw a beanbag on different numbers which supports children's number recognition. Staff praise children and encourage them to try again if the beanbag does not land on the right number. However, at other times staff do not understand what they want children to learn from activities they provide which results in children lacking focus and attention.
- Children are reminded to wash their hands regularly and are encouraged to develop their independence skills. They have access to water throughout the day which they can pour for themselves. They enjoy a range of fruit at snack time.
- Parents comment that communication is good and they appreciate the regular updates. They are invited in for special events to celebrate with their children such as Mother's Day and Graduation. They praise the meals staff provide in the nursery. Staff offer parents ideas for things they can do to support their child's learning and development at home.
- Staff say they enjoy working at the nursery. They have access to a range of training. However, monitoring of teaching and supervision meetings do not happen regularly. This means that any weaknesses in practice are not identified and addressed which has an impact on the quality of education.

## 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 meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure that staffing arrangements meet the ratio requirements in order to support the needs of children aged under two	03/09/2024
ensure the needs of all children are met at all times, in particular those with SEND.	03/09/2024

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

- consider the organisation of group activities such as circle time to ensure that this is relevant and appropriate to the age and development of all children who are present
- ensure that staff have a clear understanding of the intent of activities and the impact their teaching has on children's progress in learning or development
- ensure staff receive regular supervision meetings to discuss any concerns, areas for development or strengths in practice.

## Setting details

<b>Unique reference number</b>	2510941
<b>Local authority</b>	Havering
<b>Inspection number</b>	10353612
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Little Robins Nursery & Preschool Ltd
<b>Registered person unique reference number</b>	2510940
<b>Telephone number</b>	07930959795
<b>Date of previous inspection</b>	30 August 2022

## Information about this early years setting

Little Robins Nursery & Preschool registered in 2019. It is located in Hornchurch, in the London Borough of Havering. The nursery is open each weekday from 7.30am to 6.30pm, all year round. It employs six members of staff, two of whom hold appropriate childcare qualifications at level 3 and two at level 2. The nursery receives funding to provide free early years education for children aged two and three years.

## Information about this inspection

### Inspector

Kathryn Irvine

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection
- The inspector talked to staff at appropriate times during the inspection and took account of their views
- The deputy manager and the inspector carried out a joint observation during group activities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning
- Parents shared their views of the setting with the inspector.
- The deputy 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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