

Inspection of Little Market Day Nursery

Wykeham Centre, Market Place, ROMFORD RM1 3AB

Inspection date: 7 August 2024

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

The provision is good

Staff help children to feel a sense of belonging to the nursery, for instance they greet them in song each morning. They value each child as an individual and help them to feel secure at the nursery. For example, staff incorporate babies' home care routines into the nursery to help them to settle well. They manage children's behaviour effectively. Staff are calm, fair and consistent in their approach, and children behave well. Staff have high expectations of children.

All children make good progress and develop valuable skills in preparation for school. Generally, the curriculum is broad and balanced and links well to children's interests. Staff support children's physical development effectively. They ensure that children have opportunities to climb on frames and take children to the local park regularly, where they practise running and jumping and use different equipment to learn to balance. Children have good physical skills. Staff help to develop children's understanding of difference. They talk to children about a variety of special festivals, such as Diwali and Chinese New Year. They provide books and toys that reflect different ethnicities and cultures, and children gain a good understanding of difference. Staff support children's mathematical development effectively. They teach children to count as they make pretend cakes from play dough and sing counting songs with them. Staff teach children language such as 'big' and 'small' to support their understanding of size. Children have good mathematical skills.

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

- Staff support children's creative skills through a variety of stimulating activities. For instance, children enjoy using jagged scissors to cut paper and make patterns. They explore different brush strokes using brightly coloured paint on different surfaces and develop good creative skills.
- Children gain good communication, language and literacy skills. For example, staff teach children new words, such as 'flaky' as they use play dough. Staff read stories and sing songs, and children learn to recognise their names.
- Children learn to do things for themselves, including tidying away toys after play. Younger children learn to feed themselves supported by staff while older ones pour their own drinks. Staff teach children good manners, such as to say 'please' and 'thank you'. Children offer each other pretend tea and cakes as they play and share and take turns well.
- Staff have good links with parents. They keep them up to date with children's progress through a secure software app and by talking to parents each day. For example, they update babies' communication books with sleep times and food eaten for parents' information. Staff work well with parents in areas such as potty training to support children's development.

- Managers provide staff with good levels of support. They are kept up to date with any issues through regular conversations in their small team. They discuss work in one-to-one meetings with staff and provide individual support where needed. Managers are keen for staff to enhance their skills and knowledge and provide opportunities for training. For instance, staff attended a course on behaviour management that led to improvements in this area.
- Staff are vigilant about children's safety. They ensure that comprehensive procedures are followed each day, such as daily safety checks on the premises. Managers carry out thorough background checks on staff to help ensure that children are safe.
- Staff promote children's awareness of good oral hygiene effectively. For instance, children practise tooth brushing on tooth and gum models and through various creative activities. They have good awareness of oral hygiene.
- Managers have a clear understanding of the nursery's strengths and weaknesses and set goals for improvement. For example, they plan to continue to enhance the outdoor area to promote best outcomes for children.
- Children gain a good understanding of the world. For example, staff teach children the names of different types of fruit and vegetables. They plant flowers with children and teach them how things grow.
- Managers have not fully developed the curriculum to enhance children's problem-solving skills, such as exploring problem-solving opportunities in activities.
- The nursery provides appetising healthy meals and snacks. However, staff have not developed children's understanding of the value of eating well.

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:

- strengthen the curriculum to enhance children's problem-solving skills.
- develop children's understanding of the value of eating well.

Setting details

Unique reference number	EY500819
Local authority	Havering
Inspection number	10351786
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	70
Number of children on roll	45
Name of registered person	Little Market Day Nursery Limited
Registered person unique reference number	RP906489
Telephone number	01708 608434
Date of previous inspection	16 October 2018

Information about this early years setting

Little Market Day Nursery re-registered in 2016. The nursery is located in Romford, in the London Borough of Havering. The nursery is open each weekday from 7am until 7pm, all year round, with the exception of public bank holidays. There are 12 staff, including the manager, 11 of whom hold appropriate early years qualifications. The nursery accepts funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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 carried out a joint observation of a group activity with the inspector.
- During the inspection, the inspector went on a learning walk around the nursery with the manager to discuss the aims of the curriculum.
- The inspector observed the interaction between staff and children and spoke with children, when appropriate.
- During the inspection, the inspector held a meeting with the manager and sampled some documentation.
- The inspector considered the views of staff and parents during 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.

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