

# Inspection of Little Elms Daycare Beckenham 1

29 Beckenham Road, Beckenham, Kent BR3 4PR

---

Inspection date:

19 September 2024

---

## **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

Leaders of the provision are clear about what they want children to learn and why. However, they do not monitor the curriculum implementation well enough to help identify and address some inconsistencies in staff's teaching. As a result, the teaching and learning across the setting is not strong enough to help all children make the best possible progress.

Staff have a caring attitude and develop strong relationships with children. They implement robust procedures to help children who are new to the setting to become comfortable and explore the learning environment with ease. Children demonstrate that they feel safe and secure. However, on some occasions, staff do not deploy themselves well to help ensure that all children receive the necessary support that they need. Some behaviour incidents that arise during children's play go unnoticed by staff, which then disrupt children's play and learning. Nonetheless, most children display a positive attitude to learning.

Overall, leaders and staff are prompt to identify and put in support plans to help children identified as having special educational needs and/or disabilities (SEND). However, staff do not always follow the support plans and use their knowledge about individual children's needs well enough to help them access the curriculum fully. Occasionally, these children become unsettled and disengaged.

Staff support children's communication and language development well across the different age groups. They introduce children to new words and sentences through everyday conversations, songs and stories. As a result, children develop good communication and language skills to help prepare them for the next stage in their learning.

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

- Leaders organise regular staff supervisions and room observations to monitor the quality of education across the nursery. However, they have not addressed the inconsistencies in staff's teaching to ensure that children receive high-quality interactions throughout the day to help them build on previously acquired knowledge. At times, staff do not deliver the learning experiences as intended to help keep children meaningfully engaged.
- Staff offer lots of praise throughout the day which helps to boost children's self-esteem. They support children to become familiar with the daily routines and encourage them to share and take turns. However, on a few occasions, staff fail to deploy themselves well to notice and address behaviour incidents arising from children's play. This does not help to ensure that all children are supported to understand what is expected of them.

- Leaders use additional funding well to ensure better outcomes for children from disadvantaged backgrounds. They implement effective monitoring systems to identify children who may require additional support with their learning, including those with SEND. However, they have not ensured that staff consistently implement the agreed support strategies, particularly during transition times to help meet the needs of children with SEND.
- Partnership with parents is effective. Staff keep parents informed about what their children are learning and how they can support that at home. Leaders actively seek and act on the views of parents to help drive improvements. The introduction of a 'Parent Partnership Committee' has helped to strengthen the partnership working and ensure that parents have a voice in the setting and contribute to the decision-making.
- The curriculum intent for physical development is implemented well. Staff support children to develop their fine motor skills through filling and pouring activities. They organise the learning areas well to allow babies to move around safely and explore the surroundings with confidence. Pre-school children and toddlers enjoy taking age-appropriate risks in their play. With guidance and support from staff, they walk on balancing steps and go through tunnels, learning to negotiate their bodies in different ways. In addition, staff extend on children's understanding of healthy eating through discussions and role-play activities. These opportunities build on children's physical development successfully.
- Staff use mealtimes to foster social relations and independence skills. They encourage pre-school children to manage their clothing needs, including putting their coats on and off independently. This helps children to acquire some essential self-help skills needed to support the transition from nursery to school.

## **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:**

- make sure staff consistently deploy themselves effectively to help meet children's learning needs, particularly in the Robbins room
- improve staff supervisions and provide targeted support for individual staff to precisely address inconsistencies in staff's teaching, and to help raise the overall quality of education to a good level
- develop all staff's understanding of how to support children with SEND and ensure that agreed strategies are followed consistently to help all children make

good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY397684
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10362106
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	136
<b>Number of children on roll</b>	222
<b>Name of registered person</b>	Little Elms Daycare Nursery Limited
<b>Registered person unique reference number</b>	RP902320
<b>Telephone number</b>	02086584282
<b>Date of previous inspection</b>	1 October 2021

## Information about this early years setting

Little Elms Day-care Beckenham 1 registered in 2009. The nursery opens Monday to Friday from 7.30am until 6.15pm, all year round. The provider receives funding for the provision of early education for two-, three- and four-year-old children. There are 29 staff who work with the children. Of these, 20 hold relevant childcare qualifications between levels 2 and 6. One staff member holds Qualified Teacher Status.

## Information about this inspection

### Inspectors

Josephine Afful

Katie Smith

## Inspection activities

- A learning walk was conducted by the lead inspector and the deputy managers, and discussions were held about the curriculum intent for children's learning and how the early years provision is structured.
- The inspectors held discussions with the management team and staff to assess the effectiveness of safeguarding arrangements at the setting.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The lead inspector carried out a joint observation of a group activity with the deputy manager and a member of the senior leadership team.
- Documents, such as evidence of the staff's suitability and paediatric first-aid qualifications, were checked by the inspectors.
- The inspectors spoke to some parents and read through parents' feedback forms during the inspection and took account of their views.
- Children spoke to the inspectors about what they like to do when they are at 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024