

# Inspection of Little Me Day Nursery

Unit 300, Eden House, Water Gardens Square, London SE16 6RH

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Inspection date: 14 June 2022

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### **The provision is good**

Children are greeted with a warm welcome. Practitioners talk to parents and carers, and gather key information to support children throughout the day. Children demonstrate that they feel safe and secure. They enter the nursery with confidence and are eager to start their day. Children make attachments with practitioners through an effective key-person system.

Practitioners have high expectations for children's learning and development that are appropriate to their needs. They show a good understanding of each child in their room. Practitioners role model what they expect from children. They are supportive, considerate and respectful of each other. This good practice supports children to behave well and understand what is expected of them.

Children enjoy their time at nursery and explore the environment with their peers. They interact well with each other and demonstrate good problem-solving and social skills. Children are encouraged to be independent. For example, they find their own belongings and serve themselves at mealtimes. This helps children to gain the skills which they need for later life.

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

- The manager supports her team through supervision sessions. She encourages them to achieve their qualifications and higher positions within the nursery. Practitioners say that they feel supported in their continuous professional development and well-being. This creates a happy environment that impacts positively on the care given to children.
- The manager is well supported by senior staff, such as the deputy manager and room leaders. They observe practice in the rooms and support staff in their professional development. Senior practitioners meet regularly. They identify training needs and areas for improvement to positively impact on children's learning and experiences. Practitioners reflect on their own practice to recognise what went well and what could improve.
- Key persons have a secure understanding of how to meet children's individual needs and get them to their next stage in learning. They provide resources and plan activities that are open ended and have clear learning intentions. This keeps children interested and engaged in the learning opportunities on offer.
- Practitioners support children's language and communication skills well. They talk to babies and young children using single words and short sentences. Practitioners introduce new words and model the correct pronunciation for older children.
- Pre-school children learn key skills, such as mark making and phonics. For instance, children enjoy group activities where they learn and practise making

different sounds. This supports children to have the knowledge and skills ready for the school curriculum.

- Practitioners ensure that all children enjoy daily outings. They take children to local places, such as the woodland and park. Practitioners plan equipment in each room to encourage movement and risk taking. This helps children to develop their physical skills.
- Children with special educational needs and/or disabilities make good progress. Practitioners create individual education plans that set achievable and realistic goals. Practitioners support parents and communicate with different professionals, such as speech and language therapists. They mirror strategies used at home to provide continuity and consistency for children.
- The manager uses early years pupil premium funding effectively. For example, practitioners review children's interests and next steps in learning, and provide resources and experiences to help close any gaps in children's learning. This helps disadvantaged children to make good progress.
- Children who speak English as an additional language are supported well. Practitioners gather key words, and give families leaflets with songs and nursery rhymes in children's home languages. However, they do not consistently support children to understand about each other's different languages and cultures.
- Parents are happy with the nursery. They say that their children settle well and enjoy their time at the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and practitioners have a good knowledge of safeguarding. They are confident to follow procedures if they have worries regarding a child's welfare. This includes reporting concerns and whistle blowing against a colleague. The manager regularly checks practitioners' knowledge and understanding through quizzes and team meetings. Practitioners carry out risk assessments for the indoor environment. They follow procedures on outings procedures, such as risk assessments of destinations and children wear high-visibility vests. The environment is kept safe and clean to protect children from hazards and prevent accidents.

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

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

- help children to learn about each other's languages and cultures, to enhance their understanding and appreciation of their own and others' diverse backgrounds.

## Setting details

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|--|------------------------------------|
| <b>Unique reference number</b>                     | 2548356                            |
| <b>Local authority</b>                             | Southwark                          |
| <b>Inspection number</b>                           | 10231643                           |
| <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>                      | 120                                |
| <b>Number of children on roll</b>                  | 170                                |
| <b>Name of registered person</b>                   | Little Me Canada Water Limited     |
| <b>Registered person unique reference number</b>   | 2548355                            |
| <b>Telephone number</b>                            | 0207 0188 580                      |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Little Me Day Nursery registered in 2018. It is located in Surrey Quays, in the London Borough of Southwark. The nursery provides care for children between the ages three months and five years. It is open Monday to Friday from 7.30am to 6.30pm all year round. The nursery employs 38 members of staff, 19 of whom hold appropriate early years qualifications at level 2 or above. It offers funded places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katie Smith

## 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 and the inspector completed a learning walk together of all areas of the nursery, and discussed the early years curriculum.
- Children spoke to with the inspector during the inspection
- Practitioners spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations 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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