

Inspection of Little Me Day Nursery

Little Me Day Nursery, Unit G09-G10, Export Building, 1 Clove Crescent, London
E14 2BA

Inspection date: 17 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happily engaged in activities in this caring nursery. They have warm, secure relationships with staff, who take time to help children to settle well. Children are keen to explore their surroundings and are motivated by the activities. For example, children confidently name the ingredients they are using as they make dough together. They take their time as they pour and mix. Children enjoy making their own decisions and working as a team. As they make their dough, they choose which colours they want to use. They listen to their friends' suggestions and collaborate, to decide which colour will be first.

Staff have high expectations and children behave well. The daily routine is deeply embedded, and helps children feel safe and secure as they know what is happening next. For example, children tell the inspector 'We need to line up to go outside, there is a slide outside'. The nursery is highly inclusive and children have many opportunities to learn about what makes them unique and how to respect others. For example, older children show great enjoyment as they cut out pictures to create Eid pictures. Younger children bake pizza and learn about foods from Italy. This is to help them learn about the theme of the week, which is about different cultures.

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

- The curriculum is well planned and takes account of children's learning and developmental needs. Staff observe and assess children regularly. This helps them to monitor their progress and identify any gaps in their knowledge and skills. All children, including children with special educational needs and/or disabilities, make good progress from their individual starting points.
- Children show immense joy at being outside, where they develop their curiosity. For example, children dig in the mud in the garden, excitedly spotting something wiggling as they do so. Staff respond well to this excitement, suggesting they use magnifying glasses to further investigate. Younger children hold on to their toy ducks as they go on a walk in the local community to look for real ones. They happily say 'quack quack' when they spot some in the water.
- Staff encourage children to develop good self-care practices. Children wash their hands before snacks and meals and after using the bathroom. Staff support children to identify when they need to wipe their nose. Children access the 'self-care station' when they feel thirsty or in need of a tissue. This contributes to good self-awareness and health and hygiene.
- Staff engage in meaningful and genuine conversations with children. Children are strong communicators. They enjoy sharing their ideas with their friends and staff. They confidently introduce themselves to the inspector and ask her what her name is. Children who are still developing their vocabulary have many

opportunities to express themselves. For example, younger children use flashcards to tell staff which songs they would like to sing with the group.

- Children are developing strong literacy skills. They readily use books for pleasure and to gain information from. For example, younger children hand the inspector a book and show her how they can turn the pages. They point at the pictures and attempt to say what they can see.
- Staff encourage children to share how they feel during carpet time and give clear expectations of how to behave. They remind children to tidy up before moving on to the next activities and how to share. However, at times, staff miss opportunities to explain in greater detail why some behaviours are not acceptable and why some actions might make others sad. This means children do not fully understand the impact of their behaviour or why they should not do something.
- Children are independent and enjoy doing things for themselves. For example, children eagerly put their own coats on before going outside and persevere if something becomes tricky, such as zipping up their coats. Staff offer encouragement and praise when children keep trying. This creates a nurturing and respectful atmosphere throughout.
- Partnerships with parents are good. Parents are kept updated with what their children have been learning throughout the day. Parents comment that they feel 'listened to' and that that staff respond to feedback they provide. They appreciate how friendly and approachable staff are.
- The manager is passionate and dedicated. She leads her team well and creates an environment where staff feel empowered and supported. For example, staff comment that they appreciate how often the manager will spend time in the different rooms, checking in on staff and offering encouragement. Staff have regular supervision meetings and opportunities to expand their professional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their role and responsibility to protect children from harm. They know how to recognise the signs and symptoms of abuse and extremist behaviour. Staff understand the procedure for reporting any concerns and are confident to contact other professionals as needed. They regularly complete safeguarding training and give high priority to ensuring that children are safe. The provider has rigorous recruitment procedures in place to help ensure that staff are suitable to work with children. A robust induction procedure enables new staff to fully understand their safeguarding responsibilities.

What does the setting need to do to improve?

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

- help staff to further develop the ways in which they support children in understanding their feelings and the reasons why some behaviours are not acceptable.

Setting details

Unique reference number	2611302
Local authority	Tower Hamlets
Inspection number	10263095
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 4
Total number of places	64
Number of children on roll	51
Name of registered person	Little Me East India Docks Limited
Registered person unique reference number	2611300
Telephone number	020 7018 8710
Date of previous inspection	Not applicable

Information about this early years setting

Little Me Day Nursery registered in 2020. It is located in the London Borough of Tower Hamlets. The setting is open each weekday from 7.30am until 6.30pm, for 51 weeks of the year. The nursery employs 12 members of staff, three of whom hold a level 6 qualification and four of whom hold a level 3 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Rathbone

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 manager and has taken that into account in her evaluation of the provider.
- The inspector had a tour of the premises with the manager and they discussed how the curriculum is organised.
- The inspector completed a joint observation with the manager. She observed the quality of teaching and assessed the impact this has on children's learning.
- The manager and the inspector met to discuss the leadership and management of the nursery. The inspector looked at relevant documents, including evidence of the suitability checks carried out on staff and safeguarding and complaints procedures.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

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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