

Inspection of Little Elms @ Peninsula

Unit 1, 42 Chandlers Avenue, London SE10 0GE

Inspection date: 19 September 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

Children build strong relationships with staff from the start. New children are extremely well supported as staff quickly get to know their individual needs. Staff tailor their interactions to help children to feel safe and secure. For example, they speak to children in their home languages where possible. Babies and young children enjoy cuddles and snuggle up to staff to share books and rhymes. Pre-school children confidently explore the wide range of exciting activities which staff plan. They are extremely curious to experiment as they mix ingredients to make play dough. Staff encourage children to use their senses to explore the texture and smell of herbs and fruit.

Children learn to follow simple rules and help to tidy up their toys before meals. Staff have high expectations of children's behaviour and teach children to take turns when playing simple games. Children are friendly and play well together. The management team is highly ambitious for children to succeed and make good progress. It supports staff to plan stimulating learning opportunities that enable children to build on their knowledge and abilities. For example, they sequence their teaching to develop children's physical skills. Babies have opportunities to pull themselves up and crawl on the climbing frame. Older children develop these skills further as they join in with action songs and run in the outdoor area.

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

- Staff plan learning opportunities that stimulate children's interest and engagement. For example, toddlers enjoy repeatedly making sand castles and knocking them down. Babies are curious to explore the texture of paint and paintbrushes. As a result, children learn to concentrate and persevere in their play.
- Overall, staff are clear about the learning intentions of focused activities. Staff generally use their interactions well to engage children in meaningful play, such as demonstrating how to build towers with blocks. There are times when there are gaps in staff's own knowledge of the subjects they are teaching which limits how far they can extend children's learning. However, this does not impact on children making good progress overall.
- There are strong systems in place to support children with special educational needs and/or disabilities (SEND). Staff have developed links with other professionals to gain an understanding of how to best to meet children's needs. As a result, there are detailed individual care plans in place and these children make good progress.
- Partnership with parents is good. There are systems in place to share information about things that impact on children's well-being. For example, staff know which children have recently returned from holiday or have a new baby at

home. Staff therefore tailor their care to ensure that children's emotional needs are identified and met well.

- Children learn to regulate their own behaviour. Staff use effective systems to support children through transitions, such as using picture timetables and giving a warning before tidy up time, which helps children to regulate their emotions and behaviour.
- Staff have a good understanding of how to support children's communication and language development. They use repeated words, such as 'tap, tap' and 'smash, smash', as toddlers play with sand, which teaches children new vocabulary. Babies enjoy joining in with familiar songs that give them confidence to make sounds.
- Staff teach children to meet their own needs. Older children serve their own meals and scrape their plates after lunch. Younger children learn to put on their shoes and coats by themselves. This helps children to gain confidence and become independent, which prepares them well for starting school.
- Staff teach children to follow simple rules. For example, they remind toddlers not to take toys on the climbing frame and help older children to wash their hands before meals. Children develop an understanding of when they are at risk and how to keep themselves safe.
- The management team is highly reflective and take steps to continuously improve the quality of care. Staff receive clear guidance and training for their role. Managers are good role models and coach staff to develop their skills and knowledge. There is a strong emphasis on supporting staff's well-being. Staff say they feel extremely well supported.

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:

- support staff to develop their knowledge of the subjects they teach so they can extend children's learning even further.

Setting details

Unique reference number	EY553189
Local authority	Greenwich
Inspection number	10362348
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 3
Total number of places	49
Number of children on roll	51
Name of registered person	Little Elms Daycare Nursery Limited
Registered person unique reference number	RP902320
Telephone number	02033720615
Date of previous inspection	3 August 2022

Information about this early years setting

Little Elms @ Peninsula registered in 2017. It is one of 11 settings owned by Little Elms Daycare Nurseries Limited. The nursery is located in North Greenwich, South East London. It is open each weekday, from 7.30am to 6pm, for most of the year. The nursery provides government funded childcare. It employs 23 members of staff, of whom 18 staff hold relevant early years qualifications between level 2 and level 6.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to, and interacted with, the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during lunchtime.
- The inspector talked to staff at appropriate times during the inspection 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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