

Inspection of Little Elms Daycare Beckenham 1

29 Beckenham Road, Beckenham, Kent BR3 4PR

Inspection date: 17 July 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this inclusive nursery. Key staff know children well, which helps them to feel safe and comfortable. Children follow the established routines well, such as when they put away their belongings. Older children sign themselves on to the register through the online app and settle down quickly. This shows how well children develop their self-care skills in preparation for their eventual move on to school.

Staff plan and implement a broad curriculum for children, including providing tailored support for children with special educational needs and/or disabilities and those from a disadvantaged background. Staff engage with children's play and hold discussions about things they are interested in. For instance, toddlers and pre-school children delight in recreating their favourite stories as they become pirates. They look for treasure and build bridges for the 'billy goats gruff' to cross. This supports children's emerging love of books.

Staff support children's capabilities to develop their physical skills. For example, children are proficient at manoeuvring wheeled toys, climbing and using the slide. They practise using one-handed tools to develop their small hand muscles. This supports children to develop the skills needed for early writing skills. Staff create a positive atmosphere for children to feel self-assured and develop their self-esteem.

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

- Leaders and staff plan a clear and varied curriculum that supports children to continually make progress as they move through the nursery. For instance, they focus the curriculum for the youngest children on building attachments and providing a nurturing environment. For the older children, staff support children's social and self-help skills and help them to be ready for school.
- Leaders place a strong focus throughout the curriculum on children's communication and language, which overall, staff support well. Younger children develop their communication skills as they listen to stories and join in with singing. Older children develop their conversation skills during group time. They understand that they need to listen to their friends and wait for their turn to talk. However, staff in the younger rooms rely on children using their comforters, and this impacts on their language development. Also, staff do not consistently support children to hear clear pronunciation of words to extend their vocabulary further.
- Staff teach children about healthy choices and lifestyles, including the nutritional benefits of food. Children develop strong self-help skills and independence. For example, babies feed themselves and older children serve themselves. Overall, the deployment of staff is good. However, staff's communication as a team is not

consistently clear, particularly with new or less-experienced staff. Many staff focus on small groups of children, rather than looking to see where their interactions would make the most impact. This means that, at these times, children's needs are not consistently met.

- Overall, staff support children to behave well. Children develop strong friendships with their peers. They are curious and have a positive attitude to their learning. However, at times, staff are not always consistent in managing children's unwanted behaviour. For example, some staff clearly explain why some behaviours are not acceptable and support children to understand what it means to share. Other staff tell children to share without offering any explanation. This means children do not always understand staff's expectations or how to manage their behaviours.
- Staff support children to develop mathematical concepts by encouraging them to count and find shapes to compare the size during play. For example, children eagerly discuss how their 'potions' pots are 'full' and count sea creatures in water play.
- Partnerships with parents and carers are good. Staff work closely with parents to ensure that children's individual needs are met. Parents feel informed about their child's learning and receive ideas of how they can support their child's learning at home. For example, staff send regular reports home to show the progress children have made.
- Leaders carry out supervision sessions with staff. They use these meetings to identify issues with workload and support staff's well-being. Staff have opportunities to build on their knowledge and skills through continual professional development and to gain further childcare qualifications.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- strengthen staff's skills in supporting children's language development further
- review staffing arrangements to ensure that children always benefit from consistently high-quality practice
- support staff with further strategies to help children to learn to regulate their behaviour.

Setting details

Unique reference number	EY397684
Local authority	Bromley
Inspection number	10370053
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	136
Number of children on roll	201
Name of registered person	Little Elms Daycare Nursery Limited
Registered person unique reference number	RP902320
Telephone number	02086584282
Date of previous inspection	19 September 2024

Information about this early years setting

Little Elms Daycare Beckenham 1 registered in 2009 and is located in the London Borough of Bromley. The nursery opens all year round, from 7.30am to 6pm, Monday to Friday. It provides government-funded childcare. There are 40 staff who work with children, including permanent and bank staff. Of these, 23 staff hold appropriate qualifications at level 2 or above, including the manager who holds a qualification at level 6.

Information about this inspection

Inspectors

Tracey Murphy
Michaela Hipwell

Inspection activities

- The deputy manager completed a learning walk with the inspectors and discussed the early years foundation stage curriculum.
- The inspector and deputy manager completed two joint observations to evaluate the impact of teaching on children's learning.
- The inspector observed interactions between the staff and children, indoors and outdoors.
- The inspector spoke to the children and staff during the inspection to gain their views.
- The inspector spoke to the parents during the inspection to gain their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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