Inspection date: 18 September 2018
Previous inspection date: 11 April 2016

The quality and standards of the early years provision

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Summary of key findings for parents

The provision is good

- Staff provide a very interesting environment. Children enjoy exploring and learning. Young children thoroughly enjoy free-flow activities, indoors and outdoors, and know how to keep themselves safe.
- Leaders and managers have high expectations for the provision. They work together well to identify further areas to develop so that the nursery continually improves. Children who have special educational needs and/or disabilities benefit from support.
- The environment is welcoming, safe and secure. Staff know children and their families well. The key-person system is effective and children are given good emotional support to settle and build positive relationships with their peers.
- Parents speak highly of the care their children receive. They say that their children flourish in the learning environment.
- Teaching is consistently good. Staff observe and interact with children as they play. For example, children study a grasshopper they have found and carefully place it in the mini-beasts area outside. This supports continuity in children's learning and contributes towards their good progress.

It is not yet outstanding because:

- Although staff develop good partnerships with parents, they do not consistently share next steps and involve them in supporting their children's learning at home.
- Staff do not consistently make best use of opportunities for children to develop independence in their self-help skills and learning.
What the setting needs to do to improve further

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

- build upon the already good partnerships with parents to involve them in children's next steps and supporting their children's learning at home
- provide more opportunities to help children develop greater independence in their self-help skills and learning.

Inspection activities

- The inspector held a meeting with the manager and spoke to the director, staff and children.
- The inspector sampled a range of documents, including children's registration forms, assessment records, staff's records and records of risk assessments.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.

Inspector

Angela Colman
Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are trained in child protection and wider safeguarding issues. They know how to respond if they have concerns about a child's welfare. Staff continue their professional development to ensure their knowledge is up to date. Procedures for recruiting staff and ensuring they are suitable to work with children are robust. Following training, leaders and managers update procedures, such as the lockdown policy. This helps to keep children safe. The manager effectively monitors the progress of different groups of children. This helps staff to identify any gaps in children's learning, to support all children to make good progress. Staff benefit from regular support. They engage in focused peer-to-peer observations to develop their practice.

Quality of teaching, learning and assessment is good

Staff working with babies and toddlers support their communication and language skills effectively. Children independently access opportunities to develop their creative skills. For instance, they investigate different textures as they explore water, earth, leaves and sand. They enjoy finding hidden animals, learning their names and repeating the sounds they make. Pre-school children are highly motivated as they lead their play outside. They use tools, such as magnifying glasses, to build on their learning. Staff effectively add narrative to their play as they explore the natural environment. Children are confident speakers and learn to use symbols, words and visual resources to support their developing vocabulary. For example, at circle time they share pictures and stories from the scrapbook after they have taken 'Colin the bear' home for a few days. Individual children are encouraged to help lead circle-time sessions to build their confidence and social skills.

Personal development, behaviour and welfare are good

Staff provide a stimulating environment. Children confidently recall the rules before they go outside to play. They listen to staff, follow instructions and eagerly help with tasks, such as tidying up. Staff use a good range of strategies to support children to understand the daily routine. For instance, they use a sand timer to warn children when it is pack-away time. Children behave well and are confident learners. Staff support children to understand how to keep themselves safe and healthy. For example, they use the theme of harvest to take part in fruit printing and talking about healthy eating.

Outcomes for children are good

Children make good progress. Young children enjoy the experiences of making marks on small tables and large boards. Older children focus well on activities and show an interest in numbers and letters. For example, they enjoy counting during rhymes from the story sack and singing the phonic sound of the day. Where gaps in learning are identified, children make steady progress and are well prepared for their move on to school.
Little Legs Day Nursery and Pre School registered in 2015. It is located in West Wickham, in the London Borough of Bromley. The nursery is open from 8am to 6pm from Monday to Friday, all year round. There are eight staff employed to work with the children, including the two owners. All staff hold relevant early years qualifications at level 2 and level 3.

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