

Inspection of Little Learners Nursery: St Mary's

St Marys C Of E Primary School, Brooke Road, London E17 9HJ

Inspection date: 6 June 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children have a wonderful time at the nursery and are very happy and settled. They are extremely well behaved and engage with ease in the activities provided. Staff are enthusiastic and very kind. They plan for all children's individual needs, always keeping in mind what children already know, what they need to learn next and how they will teach this. Support for children to develop their speech and language is exemplary. The staff use every opportunity to build children's vocabulary with new and different words. Children are confident communicators. For example, during a conversation about the weather, children spontaneously say, 'Jackets should be zipped up today'.

All children have very strong bonds and relationships with their key persons. Children are treated with kindness and respect, and their opinions are sought. For example, even though the youngest children cannot answer, they are still asked if it is okay to have their nappy changed. Intimate care of children is done calmly, with gentle singing to reassure children.

All children at this setting thrive as the staff have extremely high expectations of them. Children with special educational needs and/or disabilities (SEND) make excellent progress in relation to their starting points.

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

- The leadership team is inspirational in their commitment to supporting the staff team. They prioritise their well-being and professional development. Senior staff have a clear and extensive mentoring programme for staff that begins during induction. They invest in the team to support less experienced staff to grow and learn and to enhance the knowledge of more experienced staff. The staff recognise the support they are offered and comment on the well-being support available to them.
- The outdoor and indoor environments are highly stimulating and engaging. Children concentrate very well and are not distracted by visitors. For example, a group of children is learning how to cut vegetables to make soup. They are completely engrossed in the process as the skilled staff member guides them. Staff understand that children learn best when they can completely engage in a process from start to finish.
- Staff are exceptionally positive role models who set excellent examples to the children. Staff speak to children respectfully, and in turn children do the same to their friends. Turn taking and sharing is championed with all ages, and the words 'My turn, your turn' can be heard across the nursery. Staff are passionate about how children play and learn.
- Leaders and staff have created an ambitious curriculum, which is securely

embedded across the nursery. They have a firm vision of what they want children to learn and why. Staff are confident and knowledgeable in the curriculum and they can identify that children are learning. Children build their knowledge over time. Leaders and staff consistently reflect and evaluate their practice and provision to ensure the best possible outcomes for children. Children are very well prepared for school.

- Partnerships with parents are especially strong. Staff fully encourage parental involvement in the nursery. They discuss children's starting points and learning needs in detail at every stage in their transition through the nursery. Parents are included in the planning of children's learning. For example, parents readily submit planning forms that give the most current information about what children are learning at home. This ensures that everyone involved in the children's education is completely up to date.
- Children have interesting and challenging things to do. For example, children use the book 'Dear Zoo' in the garden, and use binoculars and magnifying glasses to hunt for the animals skilfully hidden by the staff. During these times, children's imagination is challenged as they re-enact the story through real-life activities.
- Babies thrive in the baby room. They laugh and giggle as staff use many sensory materials to encourage development and learning. For example, staff place herbs and fruit in the water tray, and children smell and squeeze the fruit. At these times children learn to be curious and explore every opportunity for learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have excellent knowledge of how to keep children safe. Staff know the signs that might indicate a child is at risk of harm. They understand the procedures they must follow if they were concerned about the safety or welfare of a child. Staff carry the procedure and key telephone numbers on lanyards around their necks. They know what to do if they have a concern about any adults working with children. Staff carry out robust risk assessments of the indoor and outdoor play spaces. Leaders update the staff's personnel records regularly and checks are undertaken to ensure their continued suitability to work with children.

Setting details

Unique reference number	EY500694
Local authority	London Borough of Waltham Forest
Inspection number	10288978
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	108
Number of children on roll	106
Name of registered person	Little Learners Nursery Group
Registered person unique reference number	RP906482
Telephone number	02085211066
Date of previous inspection	8 November 2017

Information about this early years setting

St Mary's Nursery registered in 2016. The setting is managed by Little Learners Nursery Group. The setting is situated within the grounds of St Mary's Church of England Primary School in Walthamstow, in the London Borough of Waltham Forest. The setting operates Monday to Friday, from 8am to 6pm all year round, apart from bank holidays and two weeks during Christmas. There are 21 members of staff, of whom 17 hold appropriate early years qualifications. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Laura Coletti

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The leadership team and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the leadership team about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the principal.
- The inspector spoke to several 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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