

Little Limehouse

Limehouse Project, Cheadle Hall, Copenhagen Place, London E14 7EY



Inspection date

30 January 2019

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good	2
Effectiveness of leadership and management	Good	2	
Quality of teaching, learning and assessment	Good	2	
Personal development, behaviour and welfare	Good	2	
Outcomes for children	Good	2	

Summary of key findings for parents

This provision is good

- Children with special educational needs and/or disabilities (SEND) are extremely well supported. Staff understand their needs and ensure they are met effectively. Staff support parents to access professional support when appropriate and invite professionals into the setting to share children's learning and development.
- Children are highly independent and curious learners. They have many opportunities to lead their own play and explore their ideas in the well-resourced and stimulating environment. They develop high levels of confidence and self-esteem and are well prepared for starting school.
- Strong partnerships with parents help to ensure they play an active role in their child's learning. There are effective systems to enable two-way communication between staff and parents. Parents feel included, valued and involved in all areas of their child's development.
- The manager is dedicated to children's success, and evaluates the quality of her provision well. She takes account and acts on the views of staff, parents and children to improve the outcomes for children. She sets challenging and realistic targets for improvement.
- Children are happy, secure and settled. The caring and friendly staff know the children well and form strong attachments with them. This creates a respectful, positive and nurturing atmosphere throughout the whole setting.
- There are good systems to assess the progress children make. However, the manager has not embedded analysing the progress made by different groups of children to identify any less obvious gaps in their learning.
- Staff work together to plan activities that are based on the individual needs of the children. However, group activities do not always match the interests and needs of all children to help enhance their motivation, involvement and levels of enjoyment.

What the setting needs to do to improve further

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

- strengthen the current arrangements for comparing the progress made by different groups of children
- review the organisation of some group activities to reflect the interests of all children, and enhance their motivation and level of enjoyment.

Inspection activities

- The inspector and the manager conducted a joint observation of children learning.
- The inspector viewed documentation during the inspection, including safeguarding policies, staff suitability, children's tracking documents, and the setting's main policies and procedures.
- The inspector had discussions with staff and meetings with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Laura Rathbone

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are confident in their knowledge of all aspects of child protection procedures. The manager uses robust safer recruitment procedures and reviews these processes to check staff's ongoing suitability. Staff are very vigilant and complete regular risk assessments to ensure children's safety. The manager oversees the curriculum well and ensures that staff use it to provide a range of exciting and stimulating experiences for the children. The manager and her team evaluate and reflect on the environment effectively. For example, they have reviewed the positioning of the baby play area, which has enabled better access for children and higher levels of involvement from the younger children to explore and discover activities that are age-appropriate to them. The manager has created excellent partnerships with parents, giving them many opportunities to play an active role in their child's learning. Parents speak highly of the staff, explaining that they feel staff have got to know their child's individual character and personality really well, and that this has enabled children to feel secure.

Quality of teaching, learning and assessment is good

Qualified staff use a variety of teaching strategies to promote children's communication and language development. For example, staff sing songs, repeat new words and comment on what children are doing. They work together closely to create an environment that is inclusive for all children, adapting activities and resources where necessary. Staff adapt activities effortlessly to follow the children's interests. For instance, during an outdoor music and movement activity, children became excited when they saw an aeroplane fly past. Staff joined in with excitement and encouraged children to listen for any other vehicles that they could hear, which the children enthusiastically did.

Personal development, behaviour and welfare are good

Staff provide children with a variety of different situations to develop their confidence and self-help skills. For example, children select and put on their coats and serve themselves to food at lunchtime. Children's emotional well-being is successfully supported by the nurturing and caring staff, and children receive plenty of attention, affection and praise. Staff are positive role models and explain to the children why certain behaviours are not acceptable. They do this in a respectful and good-humoured manner. For instance, when some children were running inside the setting, a member of staff reminded them of how to move around when indoors and encouraged them to take giant steps instead, which she demonstrated and the children happily joined in with.

Outcomes for children are good

Children, including those with SEND, make good progress. They are well prepared for their next steps in learning, including school. Children are confident and enthusiastic learners. They persist in tasks until completed and show concentration for sustained periods during their play and adult-directed activities. For example, children showed great perseverance and focus when completing puzzles.

Setting details

Unique reference number	EY539506
Local authority	Tower Hamlets
Inspection number	10090090
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	1 - 4
Total number of places	47
Number of children on roll	70
Name of registered person	Limehouse Project Ltd
Registered person unique reference number	RP539505
Date of previous inspection	Not applicable
Telephone number	02075383555

Little Limehouse registered in 2017. It is open from 8am to 6pm throughout the year. The nursery receives funding to provide free early education for children aged two, three and four years. All staff hold early years qualifications at level 2 and above.

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