

Inspection of Little Robins Nursery & Preschool

2 Craigdale Road, HORNCHURCH, Essex RM11 1AE

Inspection date:

5 March 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children appear happy and at ease in this friendly nursery. Practitioners engage children in play that is centred around their interests. The curriculum enables children's holistic development, equipping them with the skills and knowledge needed for future transitions. Practitioners deliver a range of engaging activities both indoors and outside, which sparks children's curiosity and motivation to learn. For instance, babies enjoy songs and exploring mark making with crayons, while older children confidently name the shapes and patterns they create with play dough. All children remain absorbed in play throughout their time at the nursery.

Children form strong bonds with their key person. Practitioners provide attentive, hands-on care and support for the children in their care. However, risk assessment procedures are not always effective. Practitioners do not always promptly identify potential hazards. That said, practitioners are always closely engaged with children and maintain appropriate adult-to-child ratios. Therefore, risks to the children's safety are minimised.

Children behave well. Practitioners model kindness and respect, guiding the children to embody the nursery's core values. Their compassion is apparent in both their actions and interactions with the children and each other. As the inspector arrived, children confidently demonstrated their social skills, eagerly introducing themselves and their friends while posing questions.

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

- Daily risk assessments are conducted, but leaders fail to ensure that all practitioners possess sufficient knowledge and understanding of risk assessment procedures. Consequently, practitioners do not identify effectively all possible risks to keep children safe. For example, during the inspection, practitioners had not addressed various potential hazards throughout the day.
- The nursery curriculum is designed with clear intentions that enable children to make consistent progress by building on their existing knowledge and skills. Practitioners use information from parents and their own observations to determine each child's readiness for the next stage of learning. They use children's interests to engage them in play-based activities that incorporate the necessary learning elements.
- Practitioners have a good understanding of their key children. This enables them to plan and implement activities tailored to the children's interests and developmental needs. Regular observations and assessments allow practitioners to identify and address any potential learning gaps.
- Effective support for children with special educational needs and/or disabilities is provided through a collaborative approach. Leaders and practitioners work

closely with parents and outside agencies to help children make good progress and achieve their goals. Additional funding is used effectively to support the individual needs of children. Leaders use funding to extend the opportunities and experiences for children. For example, they provide resources and trips that meet the needs and interests of the children.

- Children display good behaviour. They develop good social skills, which enable them to form strong friendships. Practitioners support children to resolve minor disputes and refocus them when they become upset. They have discussions and activities about emotions during group activities. However, practitioners do not consistently help children to acknowledge and name how they are feeling, particularly when they are upset, to help them to better understand and regulate their emotions.
- Practitioners prepare children well for school. Older children develop essential skills. They engage enthusiastically in mark making and purposeful writing. They demonstrate strong number recognition and counting abilities. Pre-school children are engaged in play, eager to learn and manage their personal care independently. They demonstrate confidence, self-esteem and kindness, playing cooperatively by sharing and taking turns.
- Practitioners support children to learn about healthy lifestyle. Children have access to drinking water and are offered healthy meals and snacks. They access the outdoors each day to develop physical skills and support their well-being. However, on occasions, staff do not always follow good hygiene practices, such as washing hands after wiping children's noses. This does not support children to learn the importance of hygiene routines.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve risk assessment procedures to ensure children are not exposed to unnecessary risks and help practitioners to identify and minimise potential hazards to protect children's safety.	05/05/2025

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

- develop children's emotional literacy further, with particular regard to teaching children the language of feelings, so they can share how they feel with others to help them to understand and manage their own feelings in the future
- review and strengthen hygiene practices so they are understood by the staff and are followed consistently to ensure high levels of hygiene standards.

Setting details

Unique reference number	2510941
Local authority	Havering
Inspection number	10383619
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	48
Number of children on roll	35
Name of registered person	Little Robins Nursery & Preschool Ltd
Registered person unique reference number	2510940
Telephone number	07930959795
Date of previous inspection	6 August 2024

Information about this early years setting

Little Robins Nursery & Preschool registered in 2019. It is located in Hornchurch, in the London Borough of Havering. The nursery is open each weekday from 7.30am to 6.30pm, all year round. It employs eight members of staff, seven of whom hold appropriate childcare qualifications at level 2 and above. The nursery provides funded early years education for eligible children.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- 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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