

Inspection of Little Skippers Nursery

140 Falkland Road, London N8 0NP

Inspection date:

23 April 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a safe environment and are kind and attentive to children's needs. They give children cuddles and reassurance, to help children to settle and join in with the routines and activities. This fosters children's sense of security and helps them to develop affectionate bonds with staff. They show that they enjoy their time at the nursery and confidently make choices about their play. Staff plan activities that spark children's interest and curiosity. For example, they provide materials such as dough, sand and water, which promote children's sensory exploration and imaginary play.

Overall, staff have high expectations for children. They encourage them to become independent and teach them to be kind to each other. Children learn to manage their own personal care, such as feeding themselves, washing their hands and using the toilet. These experiences support children's self-esteem and are good preparation for starting school. However, the quality of education is variable. Some staff do not have a secure understanding of their key children's development and do not plan effectively for their next steps in learning. At times, teaching lacks a clear focus and staff do not consistently extend children's learning further as they play. This affects some children's overall progress, particularly older children and those children with special educational needs and/or disabilities (SEND).

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

- Leaders are committed to securing positive outcomes for children. They have a clear idea of what they want children to learn at each stage in their development. However, the nursery has expanded since opening and there is now a large staff team. Leaders have not ensured that there is a common understanding of the curriculum among all staff. This has led to a disjointed and inconsistent approach to delivering the learning programmes.
- Leaders provide some effective training for staff. This includes regular mandatory training, to ensure that all staff know how to keep children safe and well. However, leaders do not provide effective supervision sessions and coaching, to enable all staff to fulfil their roles. Some staff are unsure about how to assess and sequence children's learning. They play alongside children without a clear idea of what they want them to learn next. This does not ensure that children consistently build on what they know and can do.
- The nursery is inclusive and welcoming. Leaders are committed to supporting children with SEND. They spend additional funding thoughtfully, to provide equipment and experiences which enhance children's learning. This includes a sensory room, with resources to help calm or stimulate children. However, leaders do not ensure that key staff understand how to implement children's learning plans effectively. Likewise, information about children's learning is not

always shared effectively with parents and carers. As a result, children with SEND are not consistently supported to make the best possible progress.

- Overall, there are positive partnerships with parents. Staff provide opportunities for parents to share children's experiences. This includes attending nursery outings and multicultural celebrations. However, some parents do not know who their children's key persons are. Furthermore, they are unsure of their children's next steps in learning and how they can support these at home.
- Staff promote children's communication and language development well. Stories, rhymes and songs are a part of the daily routine for children, introducing them to a range of new words. Staff engage in regular conversations with children throughout the day. They ask appropriate questions and children are keen to respond. Children, including those who speak English as an additional language, become confident communicators.
- Staff encourage children to develop healthy lifestyles. They provide healthy meals and encourage children to stay hydrated by drinking plenty of water. Staff ensure that children have regular opportunities to exercise indoors and outdoors. Children enjoy action rhymes, balancing and catching games. These activities help children to develop their large muscles, spatial awareness and coordination.
- Staff are positive role models. They guide children's behaviour through gentle reminders. Staff quickly address behaviours that are not acceptable, such as pushing. They provide sensitive support and discussions, to help children to understand and begin to regulate their feelings. Children's behaviour is good.

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, the provider must:

	Due date
support staff to plan and implement an ambitious and well-sequenced curriculum, to help all children to make the best possible progress	30/06/2025
provide effective supervision and coaching for staff, to ensure good-quality teaching and assessment across the provision	30/06/2025

improve arrangements for children with SEND, to effectively share learning plans with parents and key staff, and provide consistently good support for children's learning.	30/06/2025
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To further improve the quality of the early years provision, the provider should:

- develop the partnerships with parents further, to ensure that all parents know about their child's key person and how to continue children's learning at home.

Setting details

Unique reference number	2752336
Local authority	Haringey
Inspection number	10400067
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	90
Number of children on roll	74
Name of registered person	Phinn, Tedessa
Registered person unique reference number	2752334
Telephone number	02037932416
Date of previous inspection	Not applicable

Information about this early years setting

Little Skippers Nursery registered in 2023. It is situated in the Harringay Ladder area of the London Borough of Haringey. The nursery operates all year round, between 7.30am and 6pm, Monday to Friday. The provider employs 18 members of staff. Of these, 16 staff hold childcare qualifications, ranging from level 2 to level 7. The nursery offers government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The manager showed the inspector around the childcare premises. She explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This includes a joint observation with the manager.
- Leaders met with the inspector to discuss issues such as staff recruitment, supervision and training. They ensured that relevant documents were available for the inspector to view.
- Parents, staff and children shared their views and experiences with the inspector, at appropriate times during the inspection.

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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