

# The Little Academy Day Nursery.

Tillotson Road, Off Headstone Lane, Harrow, Middlesex, HA3 6PS

<b>Inspection date</b>	16/07/2014
Previous inspection date	16/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The nursery is welcoming and inclusive and children are content and engaged in their play.
- Children benefit from the broad range of play opportunities that staff plan indoors and outside; and as a result are making good progress in relation to their starting points.
- Staff plan room changes throughout the nursery; and when children move on to school, so that they meet children's individual needs effectively.
- Parents are positive about the care their children receive.
- Staff are deployed well and are good role models to children. Leadership and management are strong.

### It is not yet outstanding because

- Less confident staff need to extend children's imaginations further by using more effective open ended questions.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children in their play indoors and outdoors.
- The inspector engaged in discussions with children, staff and parents and met with the owner, manager and nursery consultant.
- The inspector and manager conducted a joint observation.
- The inspector read and took into account the nursery's self-evaluation document.
- The inspector sampled the nursery's documentation and children's development records. She spoke with staff and the manager about how they plan for children's individual needs.

## Inspector

Aileen Finan

## Full report

### Information about the setting

The Little Academy Nursery registered in 2005 and has sole use of premises situated in the grounds of Hatch End High School. The nursery is owned by a private provider who also has another nursery in the same borough. The nursery is situated in the London borough of Harrow. Children have access to four separate base rooms, a communal area and toilet facilities. There is an outdoor area situated at the rear of the nursery. The nursery serves the local and wider community and is open for 51 weeks of the year, closing for one week during the Christmas holidays. The setting is open Monday to Friday, from 7.30am until 6.30pm. Children attend on a full or part-time basis. The nursery is registered on the Early Years Register and provides funded early education for three- and four-year-olds. There are currently 76 children on roll. The nursery currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are 19 staff with 17 working directly with the children including a qualified teacher. The manager holds an early years degree. All other staff apart from four hold appropriate qualifications. Of the four unqualified staff, one is just completing a childcare qualification and the other three are apprentices working towards a qualification.

### What the setting needs to do to improve further

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

- further develop children's creativity and imagination by enabling them to explore the things they create and discuss the resources and methods they use.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children thrive at the nursery and enjoy a broad range of play activities tailored to their individual needs and interests. Babies and toddlers benefit from physical play opportunities and can climb, balance and walk about on equipment and soft play resources indoors. They have warm relationships with the staff. In baby room caring staff play on the floor with the babies as they build and knock down towers in anticipation as the staff member counts the bricks. A baby looks at herself in a mirror and the staff member interacts warmly asking who she can see, which helps young children to be self-aware. Staff use effective verbal and non-verbal communication to promote children's early language development and they respond to babies' gurgles and babbles well. Toddlers have fun and as a result are becoming very confident and demonstrate this during circle time activities. Staff read a book about different colours and the children are keen to call out the colour and the corresponding pictures. As they sing songs together the toddlers are eager to join in with the actions and call out familiar words. Toddlers enjoy a painting activity using

blocks to print on to paper. They look proudly at their pictures prior to washing their hands in readiness for their lunch. The toddlers find their space at the table by looking for their picture on their placemat which helps them develop independence and a sense of belonging.

Staff demonstrate a good understanding of the learning and development requirements for the Early Years Foundation Stage. Staff make regular assessments on the children. These assessments are accurate and consistent and consequently, staff are able to plan appropriately so that all children benefit from learning opportunities that interest them. The manager oversees and monitors planning for children to maintain this consistency throughout the nursery. Staff are able therefore to support children's development and next steps of learning. Throughout the nursery, children are developing well in line with typical expectations and show readiness for the next stage of their learning.

Overall, staff are proactive in their teaching and interaction skills to further extend children's learning. However, at times they are not always confident to encourage children's imaginations further by asking children questions about what they are doing or making. As a result, staff sometimes miss the opportunity to further extend children's exploration and curiosity. This is evident as children make models with recycled materials. Although staff listen to what the children say there are missed opportunities to help them describe the process by using more effective what, how and why questions. Overall staff extend children's language well as they talk about combining colours and ask children what will happen when the colours are mixed. Staff explore the texture of bubble wrap and count with the children as they hold materials in place and wait for the glue to dry. Children are very able to use a range of materials and tools to make their creations. They spread glue, and use scissors, look for objects to attach and engage well in the activity. This develops their physical skills and their ability to concentrate.

Pre-school children are independent and happy in their freely chosen play. Adult led activities extend their learning well and a qualified teacher works with the children in small groups to further extend their learning and readiness for school. Pre-school children are extremely proud to take part in their graduation ceremony. They welcome their parents and sit patiently in their gowns and hats waiting for their turn to walk up the red carpet to the podium. Staff, parents and children celebrate the individuality of each child as the staff member reads out her dedication to each child and what that child has accomplished and enjoyed while at nursery.

### **The contribution of the early years provision to the well-being of children**

Children are happy at the nursery and are content to engage in their play. They demonstrate warm relationships with the staff who care for them. The baby and toddler rooms are very stimulating to children's needs and offer plenty of space for the younger children to move about which supports their physical development. Babies and toddlers receive cuddles and reassurance from caring staff as they play. Nursery and pre-school children are also cared for very well. Staff promote children's independence and children are encouraged to make choices about their play. They are aware of their own safety and

well-being. Pre-school children use the toilets independently, with staff watching over them as they cross the inner foyer. Staff give timely reminders about walking and not running indoors and check to ensure children have washed and dried their hands. The children understand the importance of this. Nursery children listen to staff as they explain the importance of using scissors correctly and understand that they need to sit still when cutting.

There are a broad range of toys, resources and activities in all age group rooms and for the outdoors. These are easily accessible and stored in labelled containers so that children can make choices about what they want to do. Children have regular access to the outdoors and therefore their health is promoted through receiving plenty of fresh air and exercise. Pre-school children benefit from freely moving between the inside and outdoors areas for the majority of the day. Staff ensure all children have time outdoors dedicated to their age group to enjoy their play and the large play spaces. Staff are very mindful about children's safety and health outdoors. For example, children wear sunhats and time outdoors is minimised in extremely hot weather.

Children behave extremely well throughout the day. They cooperate with one another and listen to the instructions staff give them. They are happy to help tidy up and understand when a staff member explains that only four children can do a particular activity at any one time. Children contently accept this and wait patiently for their turn. The nursery provides healthy and nutritious meals and snacks for the children. Staff adhere to children's dietary needs, allergies or preferences. Older children serve themselves and pour their own drinks as they need them. Staff support the younger children appropriately, and encourage them to feed themselves. Overall children are developing securely in their physical and social skills and demonstrate readiness for the next stage of their learning.

### **The effectiveness of the leadership and management of the early years provision**

The leadership and management are strong and strive for the nursery's ongoing improvement. There are robust procedures for recruitment, induction, supervision and training of staff, which means that the staff working with children are suitable to do so. Staff are deployed effectively throughout the day and therefore meet children's needs well. Risk assessments of the environment, and ongoing daily checks both indoors and outside are reviewed regularly and therefore promote children's safety. The nursery implements robust policies and procedures, which staff adhere to consistently throughout the day. These policies are shared with parents through the parent handbook and by displaying a weekly policy of the week. Parents therefore understand the procedures that support their children's safety, health and well-being.

Staff demonstrate a strong understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. They complete safeguarding training as part of their induction. Staff are able to demonstrate their awareness of what to do should they have a concern about a child in their care. The nursery has made effective improvement since

their last inspection and has addressed and met the actions and recommendations set. As part of this process they have thoroughly reflected on daily practice to enhance the outcomes for children. They have a clear understanding of their strengths and their targets for their ongoing progression.

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. Effective settling in procedures on entry to the nursery and as children progress through the age group rooms, help children to settle well and be confident to attend. Through discussions with parents, or children's previous key person, staff are able to find out about the children, their interests, backgrounds and development so far. Children are well-prepared for when they move on to school. They enjoy a broad range of experiences to acquire the skills they need for the next stage of their learning. Staff make accurate observational assessments of children's play and plan well for their next steps. Consequently, overall, children are making good progress in relation to their starting points.

Partnerships with main feeder schools in the area are established well. There are effective partnerships with other professionals working with the children. Relationships with parents are positive. Parents were keen to offer their views at the inspection. They state that staff are friendly and know their children well. Parents highlighted that they feel involved in their children's learning and are given the support to do this. They explain that their children are sociable and that their language development is good. Parents also highlight the healthy and nutritious meals that their children enjoy. Parents receive regular newsletters and meet with key person staff for consultation meetings during the year. They are encouraged to make their own observations of children and to attend the nursery in a supportive role, for example helping with cooking activities.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY306769
<b>Local authority</b>	Harrow
<b>Inspection number</b>	963232
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	76
<b>Name of provider</b>	The Little Academy Ltd
<b>Date of previous inspection</b>	16/01/2014
<b>Telephone number</b>	020 8421 2128

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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