

Littlebrook Nursery

501 Bath Road, West Drayton, Middlesex, UB7 0EN

Inspection date	15/05/2013
Previous inspection date	24/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- There are effective management systems in place, which support staff's professional development and monitor the quality of the provision.
- Staff consistently supports children's communication and language skills through the positive engagement between staff and children.
- The staff provide an enabling environment where all children are motivated through the attractive well-organised play rooms.
- Partnerships with parents are effective there are good methods of communication keeping parents informed and they are fully involved in their child's learning.

It is not yet outstanding because

- Staff provide fewer real objects in the role play area, which slightly reduces opportunities for children to reflect real life experiences through play.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to parents and children to gain their views on the service provided.
- The inspector undertook an observation of staff practice with the manager of the nursery in the pre-school room.
- A range of documentation was sampled.
- The inspector observed interaction between staff and children.

Inspector

Maria Conroy

Full Report

Information about the setting

Littlebrook Nursery registered in 2005 and is one of two settings privately owned by the provider. The nursery operates from a two-storey building in Longford Village, in the London Borough of Hillingdon. The nursery is close to Heathrow Airport. There are four nursery rooms which are divided according to children's different ages and stages of development. Children can access a large garden area. The nursery is open five days a week all year round, except for bank holidays, from 7.15am to 6.30pm. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery operates a holiday play scheme during the school summer holidays only. Children attend from the local surrounding areas and further afield. There are currently 105 children in the early years age range on roll. The nursery is registered to receive funded education for children aged two, three and four years. The nursery currently supports children who are learning English as an additional language. The provider employs 17 staff. Of these, 14 of the staff hold appropriate early years qualifications. The provider also employs a cook. The provider receives support from the local authority and is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- enhance the opportunities indoors and outdoors to enable children to fully extend their role play activities by using real objects in their play.

Inspection judgements

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

Staff have a robust understanding of how children learn and as a result, they plan a stimulating range of activities to promote all seven areas of learning. Staff undertake regular observations and assessments on their key children, for whom they take special responsibility. This enables them to plan specific activities that supports children's individual development. They complete the required progress checks for children aged two years, gain parents comments and identify the next steps for learning. This also enables them to clearly identify any concerns early so the appropriate steps can be taken. Parents are encouraged to be part of their child's learning through the ongoing communication between the nursery and home; providing continuity for children.

Staff help children in the acquisition of their communication and language skills. They interact positively with children and talk to them about what they are doing. They model

vocabulary for younger children, while they encourage older children to think for themselves by asking useful questions that encourage children to think. For example, they ask children how many more eggs they will need to make the cake. Children enjoy playing in well organised role play both indoors and outdoors. However there are fewer resources to reflect real life experiences, which slightly reduces opportunities for children to make connections through their play. Children's physical skills are promoted; younger children pull themselves up on the well organised resources in preparation for walking and older children enjoy using brushes to paint. Children are confident and they negotiate and participate in group activities with their friends. For example, children work together to build a farm made out of domino bricks.

Children feel very safe and secure and are keen learners who progress well from their starting points. They explore and investigate the well-organised activities. For example, they spend long periods of time in the sand and water tray using a variety of equipment. They build a large birthday cake while others wash the dolls hair using a shell to pour the water. They are encouraged to think critically when during role play; staff ask children 'what do they need to take to the beach?' This encourages children to think and respond as they work together to get their changing bags ready for their 'babies'.

Staff provide good learning experiences, which help children gain the necessary skills for their future learning.

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

Children feel secure due to the effective key person arrangements in place. They are learning to keep safe through the well-planned activities. For example they are learning how to use different tools under supervision, such as when they cut their fruit for snack time and use scissors to cut paper. They follow simple rules to keep safe in the garden; they come down the slide the right way and during role play talk about wearing sun cream to protect them when it is sunny.

Children learn how to take turns and share; staff ask the older children to show their younger friends how to do this effectively. Staff speak to children affectionately and use good manners, acting as positive role models. Staff know children very well and respond to their individual needs effectively. Children behave well and staff use resources such as books to help them to understand how to be kind and act appropriately. A stimulating well-resourced environment with good quality toys provides different types of spaces for learning. This applies to the indoor and outdoor environments where staff use resources effectively to support children in all areas of their development. The setting has effective procedures in place to prepare children for their transition to school or nursery. Children are encouraged to take on more responsibilities, for example, in pre-school they take it in turns to be 'helpers' where they choose the activities for the room after lunch.

Children are provided with a healthy diet. They enjoy a range of fruit and healthy meals and help to prepare snacks and pour their own drinks. This helps them to develop an active awareness of healthy eating. Children have regularly opportunities to play outdoors,

balancing on tyres, climbing the steps to the slide and making their way around the climbing frame, which supports their physical development. There are effective systems in place to promote good hygiene practices. For example, children confidently go to the toilet and wash their hands and they brush their teeth after lunch. There are suitable systems in place for the organisation of bedding, which prevents cross infection.

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

The leadership and management of the setting is good. All staff are confident in their knowledge and understanding of safeguarding procedures, which helps to effectively protect children and keep them safe. Risk assessments highlight any hazards, which enable the nursery staff to put preventative measures in place to promote children's welfare and safety. Vetting procedures are robust and there are effective systems in place for staff supervision and staff appraisals. This enables the management to monitor practice and support staff's professional development. Staff deployment is effective and as a result children are supervised well throughout the day. The management have effective systems in place to deal with complaints and inform the relevant authorities of any important matters.

The provider has successful systems in place that help to identify areas for further development. As a result, staff have clear action plans in place with specific areas to improve. The staff within each of the nursery rooms consistently evaluates their own practice and as a result this improves outcomes for children. For example, staff in one room decided they would move their home corner area to enable more children to access it with a wider range of resources. Parents contribute to this process by means of ongoing communication and a questionnaire and staff record children's views. The management has suitably addressed the areas identified for improvement at the previous inspection. This has had a positive impact on improving the quality of provision for children.

Partnerships with parents are very successful. Parents initially share detailed information with their child's key person through the 'my story' booklet. This enables staff to know how to support each child. They are regularly updated about their child's progress through parents meetings and by sharing their child's learning journey. There are effective displays and examples of children's work around the nursery enabling parents to share in the variety of activities their children take part in. Parents actively participate in supporting their children's learning, for example, making bonnets for the Easter parade. Parents are very happy with the care their children receive. They feel the staff are very attentive and they genuinely care for the children. They take note of what parents have said and act upon it. Parents comment the food is very good and they all are very clear on who their child's key person is. They also like the fact that staff give advice on things such as potty training and provided reassurance for first time parents.

The nursery works well in partnership with other professionals, to support the individual needs of children who attend.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	EY334366
Local authority	Hillingdon
Inspection number	914453
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	104
Number of children on roll	105
Name of provider	Littlebrook Nursery Ltd
Date of previous inspection	24/02/2011
Telephone number	01753 686029

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

