

# Little Eve's Nursery

7-11 Armstrong Road, Acton, London, W3 7JL

## Inspection date

06/06/2014

Previous inspection date

05/06/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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 leadership and management team implement effective self-evaluation systems and demonstrate a strong drive for making continuous improvements in the nursery.
- Children are happy, behave well and display good levels of involvement in activities. Therefore, they are motivated to learn and are making good progress in their learning.
- The key-person system works effectively in helping children build secure attachments and, therefore, children learn to manage change well.
- There are rigorous and accurate monitoring and assessment systems, as well as good partnerships with parents. As a result, children benefit from consistent support in their learning and their well-being is promoted.

### It is not yet outstanding because

- Some staff, on occasion, provide a running commentary when asking questions to children and, therefore, do not always allow time for children to think before they respond.
- There are fewer resources available for large construction, which limit children's opportunities to extend their interest in constructing or challenge for more able children.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed children's play and planned activities inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of the parents.
- The inspector sampled documentation related to the safeguarding and welfare requirements and discussed the self-evaluation form with the provider.

## Inspector

Carolina Montesinos

## Full report

### Information about the setting

Little Eve's Nursery registered in December 2012. It is privately owned by Two Twins and Eva Limited and operates from a church hall in Acton, in the London Borough of Ealing. There is an additional room for younger children and an outdoor patio area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 32 children on roll, all of whom are in the early years age range. Children can attend full-time or part-time sessions. The nursery receives funding for the provision of free early education for children aged two, three and four. It supports a number of children with special educational needs and/or disabilities and children who are learning English as an additional language. Little Eve's Nursery opens from 8am to 6pm weekdays, throughout the year. The nursery employs six staff and all of them hold relevant childcare qualifications. Additionally, the nursery employs a cook.

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

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

- develop staff's questioning techniques further, so that these consistently extend children's learning, for example, by identifying when children need more time to think through their answers before responding
- increase the range of resources available for large construction to extend children's interest of this area and provide additional challenge to those children who need this.

### Inspection judgements

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

The educational programmes provide a range of very interesting and stimulating experiences for children. They ensure the environment, as well as staff interactions, supports children to develop knowledge and skills across all areas of learning. Staff provide a good mixture of child-initiated and adult-directed activities. As a result, children develop confidence and receive the support they need from staff to learn and achieve. Staff are skilful in making assessments of children's interests and needs. They generally adapt their practice well in order to extend children's learning. They observe children carefully and listen perceptively to them, which helps them know the children well. Furthermore, staff are skilful in planning fun and creative activities that capture children's interest. For example, based on the observations they make of what children enjoy and their emerging skills, staff place train sets and other small construction resources on the 'Interest table'. Children enjoy building and constructing. However, there are fewer

resources available for creating large constructions, which limit children's opportunities to extend their interest in this area further. Children show high levels of involvement and are engaged in the activities provided. As a result, children make good progress in their learning and development and gain new skills that prepare them for the next steps in their learning.

Staff are quick to respond to children's needs and use a wide range of strategies to effectively support children in their acquisition of language. Staff provide running commentary of activities, demonstrate what to do and use simple language to help children understand instructions. Additionally, staff use visual cards and key words in the children's home languages to support children with special educational needs and/or disabilities and those who speak English as an additional language. For example, while young children play at the water tray a member of staff uses two-word sentences to teach children sentence formation, and support the learning of those in the group who need additional support. Furthermore, the staff work closely with other professionals and specialists in order to ensure children's individual needs are met. For example, children attend language groups, where they cover the sounds of letters, at the local children's centre. Therefore, early intervention systems are effective and all children make good progress from their starting points.

Children enjoy learning through play and develop confidence as they choose their activities inside and outside. Children demonstrate that they feel proud of the achievements. For example, young children excitedly say 'Look, I did!' as they show staff their paintings. Staff are deployed effectively to support children as they settle in the different areas of the nursery. They extend children's learning by introducing more resources and teaching children new concepts as they play. For example, as children play in the home corner staff introduce mathematical vocabulary, such as, big, small, bigger than and smaller than, while children compare and contrast different sized items. Staff promote positive interactions and, overall, use questions effectively in order to support children's language development. However, occasionally by giving running commentary during planned activities some staff do not allow some children enough time to think and respond. Therefore, at times opportunities to extend children's thinking skills further are missed. There are a variety of displays, pictures and resources promoting positive images and diversity. Additionally, the staff plan activities to celebrate special events, different festivals and traditional celebrations throughout the year. This fosters an inclusive environment that enhances children's understanding of the world in which they live.

The systems for observation, assessment and planning are robust. Staff have a thorough understanding about the ways that children learn and the key person uses this information to plan for their next steps in learning. Staff take into account contributions from parents and carers in order to make initial and ongoing assessments. They meet with parents before children start in the nursery to gain information from them about their children's care and learning needs, which they use as starting points to inform the planning. This helps staff to effectively plan activities relevant to individual children's needs and interest. Furthermore, staff complete progress checks for two-year-old children and share this information with parents and carers. Therefore, there is a unified approach to children's learning, which ensures children receive all the support they need to make good progress

in their learning and development.

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

A well-developed key-person system ensures children build secure emotional attachments and bonds with the staff who look after them. For example, children are confident to initiate conversations and they approach staff for comfort and reassurance, as they need it. Children clearly demonstrate that they feel safe and secure at this setting. They separate from their parents when they arrive and quickly settle to play. The key person works closely on an individual basis with their parents to help them settle in. Staff promote children's well-being and self-esteem effectively, as a result, children demonstrate high levels of confidence and motivation to learn and participate in group activities. For example, children take turns to stand up to sing their favourite song at circle time while the other children clap and join in.

All staff use good strategies to manage behaviour. They provide meaningful praise and use polite words as they interact with children and remind children that 'sharing is caring'. As a result, children learn to play well together and the behaviour in the nursery is good. Furthermore, children show good levels of involvement in activities because staff are kind and support children's play enthusiastically. Therefore, there is a busy, yet happy, atmosphere in the nursery. Staff effectively promote children's independent skills and help them gain control over activities, which ensure they learn to manage their own personal needs. For example, younger children are provided with taller steps so they can reach the sinks and wash their hands independently and older children find and read their names to sign in as part of their self-registration. Therefore, children learn key skills and become emotionally prepared for going to school and moving on to other settings.

Staff help children develop healthy lifestyles and understand the importance of eating healthy. Children are provided with healthy choices for food and drink at meal times. Parents are asked to provide details about any allergies or health needs and the staff manages these effectively. Staff use meal times as an additional opportunity to promote children's independence, children serve themselves food from large bowls and pour their own drinks. Also, children have access to an enclosed small garden where they engage in a number of activities, such as hoops, bats and balls, bicycles, ride-on toys and organised games. The staff take an active role in these games and support children as they learn to negotiate space. Additionally, children go on regular outings to the local park to access fresh air and engage in climbing, and large movement activities. This promotes their physical development and provides them with regular exercise. As a result, children's physical well-being is successfully promoted.

Staff prioritise the safety of the children and make the most of every opportunity to help children develop an understanding of how to keep themselves safe. Children are reminded to use language such as 'excuse me', when they want someone to move to one side while riding on their toy cars outside. Children also become aware of the nursery's rules, such as, using walking feet inside to prevent accidents. Furthermore, the behaviour policy is followed consistently and this helps children learn positive boundaries and promotes the

overall safety of the children in the nursery. Staff implement the written risk assessments, which are detailed and reviewed regularly. These are shared with staff, who understand the measures in place to safeguard children and complete detailed checks of the premises on a daily basis to ensure there are no potential hazards for children.

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

The leadership and management team implement effective self-evaluation systems and demonstrate a strong drive for making continual development. As a result, the nursery has addressed the previous actions and made many improvements since their last inspection. All the required policies, procedures and documentation is kept, for example, the safeguarding policy is available to staff and parents, and children's attendance is accurately recorded. The provider has a positive attitude for her own professional development and has gained an accurate understanding of the requirements by completing an early years qualification. The management team of the nursery demonstrate a strong understanding of the learning and development requirements. They implement robust systems to ensure the educational programmes meet the needs of all the children attending and that the key person system is effective in helping children build secure attachments. In addition, they now monitor the educational programme to ensure that the processes for assessment are accurate and consistent. The manager monitors children's progress effectively through a tracking system, which allows her to see and address individual and group needs clearly. As a result, children's learning and development is effectively promoted and the individual needs of the children are consistently met. Furthermore, partnerships with parents and other professionals are strong and ensure there are good two-way communication and effective early intervention strategies to support children with special educational needs and/or disabilities. As a result, gaps in children's learning and development are closing.

The management ensures that there are rigorous systems in place to ensure the staff ongoing suitability. These include strong recruitment procedures, following safer recruitment guidance, and regular supervision meetings with the manager. Clear induction processes help new staff understand how the nursery runs and what their roles and responsibilities are. Additionally all staff have received training in safeguarding and child protection, and know the procedures to follow if they are concerned about any child attending the setting. There are flow charts and contact numbers displayed and available so that parents and staff know what to do. There is also a very strong safeguarding children policy on the use of mobile phones and media and all staff understand and follow these policies. Therefore, children in the nursery are kept safe and protected by the staff team.

The provider and manager have worked very closely with the local authority's consultants in order to bring about improvements to their provision. They evaluate their practice as they receive feedback from other professionals and from those using the nursery. For example, the manager sends out newsletters and parent surveys on a regular basis. Additionally, the manager has a hands-on approach to practice and carries out staff

observations in order to exchange good practice and address any issues with the staff team. Staff are motivated and keen to learn and are knowledgeable about the Early Years Foundation Stage. There is a strong commitment to ongoing professional development. Staff have recently completed training around promoting communication and language and, overall, this has had a positive impact on children's learning and development. This shows that the manager is able to effectively identify areas of strength and areas for development.

Parents speak highly of the caring and supportive staff team and become involved in nursery activities such as, coffee mornings and a mother's day celebration. Additionally, the management of the setting has put systems in place to make further links with the schools children move on to and to provide information and support for parents to ensure children have a smooth move to their next setting.

### **The Childcare Register**

The requirements for the compulsory 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	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. It will be monitored and inspected within twelve months of the date of this 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		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

<b>Unique reference number</b>	EY457997
<b>Local authority</b>	Ealing
<b>Inspection number</b>	963534
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Two Twins and Eva Limited
<b>Date of previous inspection</b>	05/06/2013
<b>Telephone number</b>	02087408110

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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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