Little Leaf Nursery

First Floor, Ivy Leaf Memorial Club, Wimpole Road, West Drayton, Middlesex, UB7 7RJ

Inspection date	22 November 2017
Previous inspection date	7 August 2014

The quality and standards of the early years provision	**This inspection:**	**Good**	**2**
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager, who is also the owner, and staff know all children well. They provide a wide range of exciting learning opportunities and children are confident to explore. All children make good progress from their initial starting points.
- The manager and staff are good role models. They have high expectations of all children and help them to understand and follow rules and routines. Children are polite and tolerant. They know to think about the needs of others, to share and to be kind.
- Partnerships with parents are good. Parents receive regular information about their children's learning and how this could be supported at home. Parents comment that they appreciate the care that children receive and are proud of children's achievements.
- The manager is extremely passionate about her work with children. She has addressed the recommendations raised at the last inspection and maintained good-quality teaching and children's good outcomes.

It is not yet outstanding because:

- At times, staff are too enthusiastic and provide answers to questions they ask before giving children the opportunity to think and respond for themselves.
- On occasion, staff do not recognise opportunities that arise to extend children's interests and abilities, to help ensure they achieve their highest potential.

What the setting needs to do to improve further

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

- enable children to have more time to share their own knowledge, think through their ideas and respond to questions they are asked
- support staff to recognise when to extend and challenge children's own interests more consistently, making use of opportunities that arise from the daily activities.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector checked a sample of documentation, including attendance records; accident, risk and incident records; staff suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the owner.
- The inspector completed a joint observation with the owner.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

Inspector
Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff keep up to date with changes in child protection legislation. They understand their responsibility if they have any concerns about a child's welfare. The manager follows rigorous recruitment and induction procedures to help ensure all staff are suitable for their role. The manager monitors and tracks the progress of all children. Any gaps in learning are quickly identified and appropriate interventions put in place. The manager regularly works alongside staff to support children's good outcomes. She monitors the quality of teaching and provides supervisory sessions and team meetings to help develop their practice. The manager and staff are qualified. They undertake regular training to gain new skills. For example, through targeted training staff have increased their knowledge of how the learning environment can impact on children's development. The manager works closely with other professionals to support continuity in children's care.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's development. They use this information to plan activities that support children's next steps in learning. Overall, staff support children's language skills effectively. For example, they speak clearly to younger children and introduce older children to new words, such as 'xylophone' and 'rhythm'. Staff encourage children to be creative and use their imagination. For example, older children pretend to make vegetable curry and cups of tea. Younger children make patterns with paint and enjoy the sensory experience of sand. Staff support children to test out their early design skills. Older children have great fun making 'eagles' and 'penguins', while younger children giggle as they build towers and then knock them down. All children develop a love of books. They sit happily with staff, listen intently to stories and giggle with excitement as they sing their favourite action songs.

Personal development, behaviour and welfare are good

All children are emotionally secure and develop good attachments with their key person. Staff support children's understanding of being healthy. For example, they offer healthy snacks and older children discuss food that is good for them. Staff encourage children to be independent. Older children take responsibility for putting their coats away and younger children help tidy equipment. Children have regular opportunities to play outdoors. They learn how to pedal tricycles and enjoy playing ball games. Children gain a good knowledge and understanding of similarities and differences. They visit places of interest and learn about a range of festivals, such as Diwali, Eid and Christmas.

Outcomes for children are good

All children gain key skills for the next stage in their learning and eventual move on to school. They are sociable and eager to explore. Children develop good literacy and mathematical skills. Older children proudly write their names and complete complex puzzles. Younger children count, sort and match objects, and recognise letter sounds.

Setting details

Unique reference number	EY478062
Local authority	Hillingdon
Inspection number	1071863
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	48
Number of children on roll	32
Name of registered person	Janet Williams Higgins
Registered person unique reference number	RP516345
Date of previous inspection	7 August 2014
Telephone number	01895438876

Little Leaf Nursery registered in 2014 and is located in West Drayton, in the London Borough of Hillingdon. The nursery employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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