

# Little Eve's Nursery

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



<b>Inspection date</b>	31 January 2018
Previous inspection date	6 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not ensure that all children have opportunities to spend time outdoors on a daily basis, as required.
- Children who speak English as an additional language do not receive consistently good support to develop their communication skills.
- Managers do not evaluate the quality of the service or support staff as effectively as possible. Teaching is inconsistent as staff do not always accurately identify children's learning needs as precisely as possible.
- At times, staff are not consistent in managing behaviour, particularly when dealing with the younger children.
- Staff sometimes fail to recognise opportunities that arise to encourage children to attempt tasks, to support their developing independence.

### It has the following strengths

- Staff are warm and welcoming, and establish strong bonds with the children. Children arrive happily and warmly greet their friends and staff.
- Some staff working with the older children aged two years and over provide more purposeful learning experiences and consistently good-quality interaction.
- Partnerships with parents are strong and staff make effective links between the home and the nursery. Parents speak favourably about the staff's care for the children.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- provide daily opportunities for children to spend time outdoors 14/03/2018

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

- make better use of self-evaluation, to identify any breaches of requirements and to help raise the overall quality of the setting
- strengthen the arrangements for monitoring, identifying and addressing the professional development needs of staff, to help raise the quality of practice even further
- support staff to more consistently identify individual children's interests and plan appropriately challenging activities, to fully support all children's learning and development
- develop staff's understanding of how to manage children's behaviour, including giving clear and consistent messages to children to help them understand what is expected of them
- provide more opportunities for children to manage tasks for themselves so that they become independent.

## Inspection activities

- The inspector observed children at play and staff's interactions with them.
- The inspector completed a joint observation with the manager and held discussions about children's learning.
- The inspector looked at documentation, including children's assessment records, staff's suitability checks and a selection of policies and procedures.
- The inspector spoke to members of staff at appropriate times throughout the day and held meetings with the manager.
- The inspector spoke with parents and took their views into account.

## Inspector

Rizwana Nagoor

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Leaders ensure all staff know their roles and responsibilities to protect children from harm. They know what they should do if they are concerned about a child's well-being. The manager ensures that staff make careful risk assessments to protect children's safety and reviews accident logs. Effective recruitment procedures help to ensure that staff working directly with children are suitable. The manager reviews the provision and identifies areas for improvement. However, self-evaluation is not robust enough to identify all priorities for improvement. Staff receive some training and review their performance with the manager. For example, they have access to in-house training opportunities to support them in planning activities for children. However, professional development opportunities and monitoring of staff practices are not fully effective to provide consistent support for them to improve their interactions with children to a consistently good level.

### **Quality of teaching, learning and assessment requires improvement**

At times, adults in the babies and toddlers room do not recognise when to engage and interact with children to help them explore and develop their ideas and thinking. Staff make observations of children's learning but do not use these as well as possible to plan activities that support their individual needs and interests to achieve better outcomes. Staff help children well with their communication and language. For example, children enjoy listening to stories and singing songs. Children benefit from opportunities to use their imaginations in various role-play activities, such as with dolls and kitchens.

### **Personal development, behaviour and welfare require improvement**

Children develop important skills to keep themselves healthy. For example, they wash their hands before eating and have a wide choice of nutritional snacks and drinks. They have some good opportunities to develop their physical skills, such as building and negotiating obstacles. However, staff do not ensure that all children have daily opportunities to spend time outdoors. Children learn about other people's similarities and differences. For example, they learn about a wide range of festivals from around the world, such as Ramadan and Diwali.

### **Outcomes for children require improvement**

Children make some progress in their learning but this is not as coordinated or rapid as possible. For example, children do not consistently manage tasks for themselves so that they become more independent during daily routines. However, children do develop some skills useful for their move to school. For example, older children write their names and younger children use mathematical language during play.

## Setting details

<b>Unique reference number</b>	EY457997
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1118757
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Two Twins and Eva Limited
<b>Registered person unique reference number</b>	RP532288
<b>Date of previous inspection</b>	6 June 2014
<b>Telephone number</b>	02087408110

Little Eve's Nursery registered in December 2012. It operates from a church hall in Acton, in the London Borough of Ealing. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery opens from 8am to 6pm on weekdays throughout the year. There are 12 members of staff, of whom, 10 hold appropriate early years qualifications at level 3.

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