

# Abcd Little Learners Day Nurseries

Hanwell Town Football Club, Perivale Lane, Perivale, Greenford UB6 8TL



## Inspection date

11 September 2018

## Previous inspection date

25 January 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of 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

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

- The provider does not check that risk assessments identify and ensure that all areas of the premises and resources are clean and suitable for use. This has a potential negative impact on children's health and well-being.
- Over half the staff team are new to the nursery. They are developing their knowledge of the assessment systems and currently there is little plans in place to support children's individual learning.
- At times the staff in the toddler and pre-school room are disorganised. This affects the quality of teaching as staff are unable to give children purposeful attention.
- Staff do not have thorough understanding of how to consistently support young children's communication and language effectively to help them make better progress.
- Children with English as an additional language are not given enough opportunities to use their home languages during play. This does not fully support children's cultural identity and awareness.

### It has the following strengths

- The new management team and provider are positive in their desire to make improvements to the setting and raise the quality of teaching and outcomes for children. They have begun to identify weaknesses in staff performance and take some action.
- Children have good opportunities for physical exercise and fresh air. They enjoy playing in the garden, where they run around during games together.

## What the setting needs to do to improve further

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

	Due date
ensure risk assessments are thorough and make sure the premises and resources are fit for purpose and suitable for children; in particular with regard to the cleanliness and maintenance	09/10/2018
improve the organisation of daily routines and staffing arrangements to ensure children's learning needs are met effectively at all times	09/10/2018
increase staff's understanding of how to support and improve children's communication and language effectively	30/10/2018
improve staff's knowledge to how to plan effectively to support individual children's next steps in learning.	30/10/2018

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

- take steps to provide opportunities for children whose home language is not English to develop and use their home language during play.

### Inspection activities

- The inspector spent the majority of time observing children in the three nursery rooms and garden.
- The inspector sampled documentation including children's records and staff suitability checks.
- The inspector held discussions with the provider, manager and staff.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents and read parental comments forms to obtain their views on the nursery.

**Inspector**  
Jenny Devine

## Inspection findings

### Effectiveness of leadership and management requires improvement

The provider has addressed the areas for improvement identified at the last inspection. For example, management understands its responsibilities to ensure the premises are secure and that appropriate checks are completed on any visitors to the setting. However, the provider does not ensure the risk assessments are thoroughly robust. For example, she fails to notice that some areas in the downstairs play room are unclean and that some resources, such as children's sleep mats are ripped. Safeguarding is effective. All staff have a sound understanding of child protection issues and the procedures to follow if they are concerned about a child's welfare. Robust recruitment and induction procedures are in place to determine the suitability of staff.

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

The provider has developed systems for observation, planning and assessment since the last inspection. However, the new staff are still learning and being supported by the management team to understand these processes. Staff set up the playrooms with a range of activities to encourage children to play. However, there is currently little planning in place to target children's individual learning. At times, staff in the toddler and preschool room are disorganised. This leads to children wandering between the two play areas and not being engaged in purposeful play opportunities. Young babies receive some good support. Staff are attentive and provide a variety of sensory play activities to encourage their early development. However the quality of teaching is not consistently strong. Staff interact with children but lack some awareness of how to extend and develop their communication skills. In addition, there is not enough emphasis on supporting children whose home language is not English to use their home language during play. This does not support children's own cultural awareness and the development of positive images for all children.

### Personal development, behaviour and welfare require improvement

The weaknesses in leadership and management have some impact on children's welfare. Cleaning schedules are not effective enough to make sure areas accessed by children are thoroughly clean. Staff are deployed suitably to supervise children. For example, they make sure children are escorted to the bathroom to ensure their safety. Overall, staff provide clear rules and expectations for good behaviour. For example, they teach children to share and take turns. All staff are trained in first aid. This helps to keep children protected and allows staff to deal quickly with any injuries that may occur. Overall, the key-person system is sound and supports parents, children and staff to form suitable relationships. Parents spoken to at the inspection and feedback forms obtained from parents indicate they are happy with the care provided.

### Outcomes for children require improvement

Children develop some useful skills to assist them in the next stage of their learning and for school. Children behave well together and develop independence skills. For example, they help themselves to water and serve their own lunch. However, due to some weaknesses in the quality of teaching not all children are supported to make the best possible progress; particularly with their communication and language skills.

## Setting details

<b>Unique reference number</b>	EY546637
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10077648
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Abcd Little Learners Day Nurseries, Holiday Clubs, Pre-Preparatory Schools Limited
<b>Registered person unique reference number</b>	RP546636
<b>Date of previous inspection</b>	25 January 2018
<b>Telephone number</b>	02089975313

Abcd Little Learners Day Nurseries registered in 2017. It operates from a football club in Hanwell in the London Borough of Ealing. The nursery is open all year round from 8am until 6pm from Monday to Friday, except for bank holidays. It employs 12 members of staff. Of these, nine staff hold appropriate early years qualifications. The nursery also runs a holiday club for children over five years of age during the school holidays.

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.

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