

Inspection of Little Eve's Nursery

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

Inspection date:

19 September 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children develop a close and trusting relationship with their key person and all staff. They are happy, relaxed and settle quickly. Staff have high expectations of what all children can achieve, and behaviour is good. Staff are warm and responsive. They soothe and cuddle those in need of comfort, and babies smile and make sounds as they see their familiar adult. Children are positive, motivated learners who enjoy sharing experiences with the staff. Children delight as they build towers and bridges, using wooden blocks to fix the construction items together. Staff sensitively interact with children as they play. They listen to what children say and talk to them to develop their vocabulary. Staff repeat words for the youngest children and extend sentences for older ones. However, staff occasionally miss opportunities to teach mathematical language as part of play and to interact with less confident children. The manager knows the strengths and weaknesses of the nursery and clear action plans are in place to raise standards of practice and develop new ideas. Since the last inspection, opportunities for children to learn outdoors have greatly improved. There is a buzz of excitement as children delight in exploring the vast array of inviting experiences in the garden. Children have many opportunities to develop their physical skills. They climb and balance confidently and are learning to manage their own risks.

What does the early years setting do well and what does it need to do better?

- Staff offer children a diverse range of activities based on the different areas of learning. They gather valuable information from parents about what children already know and can do when they first start. This helps them to plan effectively around the children's interests, to identify what individuals need to learn next and to fill any gaps in their development. The managers use additional funding effectively. For example, they closely monitor and track the children's progress to promote their learning and development.
- Staff work well together as a team and share their ideas well. They provide an inviting environment. Children become quickly engaged with the interesting resources that are set up to provoke learning. However, at times, staff miss opportunities to interact with the less confident children to ensure they are fully engaged and immersed in learning. Babies relish exploring the stimulating and safe areas both inside and outdoors. They become absorbed as they explore the different textures through many of the natural resources, such as water and sand, and paint.
- Staff use simple words and gestures that help babies to develop their play and understanding. For example, they help babies learn how to use scoops to pick up sand and containers to pour water. Staff help babies to anticipate repeated sounds and lights when they use a battery-powered toy. Older children are given a good range of opportunities to develop their early writing skills. Manipulating

and kneading to make their own play dough supports the development of children's muscles and their coordination, in readiness for writing.

- Staff support children's communication and language skills well. For example, they sing nursery rhymes with babies and ask older children a good range of questions during story time. This helps children to develop their thinking and speaking skills. However, during some play activities, staff do not make the most of all opportunities to extend children's knowledge of mathematical language.
- Staff are positive role models and manage children's behaviour successfully. Children are patient and take turns well. Staff gently remind them about the need to share and be tolerant, kind and understanding towards others. Staff praise children for their efforts, achievements and being persistent. This helps to build children's self-esteem and gives them a sense of belonging.
- The managers have effective systems in place for the recruitment of new staff, including a thorough induction process. They monitor the quality of teaching and provide regular supervision to support staff's professional development. The managers are proactive in seeking training opportunities to update staff's skills.
- Staff develop good partnerships with parents and other professionals. Parental feedback is used well to reflect on how the nursery could improve. Parents speak very highly of the managers and staff. They are very happy with the care and education their children receive. Parents are well informed about how they can support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a secure understanding of safeguarding procedures. They know how to identify concerns and take appropriate action to ensure children's safety. The managers and staff understand their responsibilities and know where to report concerns about a colleague. The managers ensure staff are well trained in child protection procedures. They regularly test staff's knowledge and understanding through spot checks, quizzes and staff meetings. Staff regard children's safety with utmost importance. They are deployed well and are vigilant indoors and out. All parts of the nursery are checked each day to reduce the risk of hazards. This promotes children's safety and welfare.

What does the setting need to do to improve?

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

- enhance the quality of interactions with the less confident children, ensuring they are fully engaged and immersed in learning as much as possible
- extend further the opportunities for children to hear and develop mathematical language in their play.

Setting details

Unique reference number	EY457997
Local authority	Ealing
Inspection number	10084108
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	35
Number of children on roll	34
Name of registered person	Two Twins and Eva Limited
Registered person unique reference number	RP532288
Telephone number	02087408110
Date of previous inspection	26 October 2018

Information about this early years setting

Little Eve's Nursery registered in 2012 and is located in Acton, in the London Borough of Ealing. The nursery operates from 8am to 6pm, Monday to Friday, all year round. There are 18 members of staff, including the manager and provider. Of these, 10 hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Laxmi Patel

Inspection activities

- The inspector and the provider completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- The inspector carried out several joint observations of group activities with the manager and observed the quality of teaching during activities, indoors and outdoors, to assess the impact this has on children's learning.
- The inspector tracked the progress of several children. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector checked some documentation and held discussions with the provider and manager.
- The inspector spoke to a small number of parents during the inspection and looked at written accounts of their feedback.

We carried out this inspection 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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