

Inspection of Little Leaders Pinner Green

35 Pinner Green, Pinner HA5 2AF

Inspection date: 16 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

This is a small, welcoming pre-school. Staff are sensitive to children's individual needs and encourage them to challenge themselves and master new skills. The manager and staff place a high emphasis on inclusion. They ensure the rich learning environment is accessible to all children, including those with special educational needs. Staff take account of children's interests and carefully plan their next steps in learning. The setting works well with parents and other agencies, such as speech and language therapy, occupational therapy and the local authority, to meet children's individual needs. Children have good attachments to staff and value their support.

Staff take children out every day for a walk or to visit places in the local community. However, when preparing to go out, key learning opportunities are missed and children become restless and disengaged. Children talk confidently about their local community and people who help them. They identify how to keep themselves safe when out and about. The setting is safe and secure, and staff regularly review their practice to ensure that children are kept safe.

Staff are warm and caring, and the children are happy, settled and independent. Children are keen to engage in activities and show care and consideration to their peers. Their behaviour is good and staff support them to have a go and try new experiences. Staff model concern and care for each other and the children. They are consistent in their approach, which means children are clear about what is expected of them.

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

- Staff carefully plan the environment and think about how this can support children's learning in all areas. For example, children showed an interest in building and construction, so staff adapted the room and added opportunities for children to develop their play by writing about and drawing their buildings.
- Children are focused and enthusiastic in their play. However, on occasions, key learning opportunities are missed during transitions from one activity to the next, as well as during some routine activities.
- Children are well supported when they start at the setting. Parents and staff work together to share information. Parents are encouraged to stay and settle their children until they are comfortable in the new environment, which helps to support their emotional well-being.
- Staff use observations to assess children's development when they start and find out what interests them. Children's next steps are then identified and weaved into the planning. This includes a focus on key vocabulary to help broaden children's understanding.

- Although books are accessible to children, staff do not promote the use of books and stories enough throughout the day to help children develop a love for books and reading.
- Staff are confident in using questions and commenting on children's play to support their learning. However, at times, children are not given sufficient time to process and respond to what is being asked.
- Children can complete tricky tasks, such as zipping up their coats, when supported by staff. Staff use simple instructions and praise to help children develop this independence.
- Staff support children to understand and talk about their feelings. Children were confident to say how they were feeling during circle time. One child said they were 'excited to play with the play dough' and another added 'I am excited because my mummy loves me'.
- Leaders and managers have a focus on improving the quality of teaching and support staff well by providing regular opportunities for training and supervision. Staff carry out peer-on-peer observations and discuss feedback, which supports their professional development.
- Partnerships with parents are a particular strength. Parents say they like that the nursery is small and intimate, and that children have great support, which helps them grow in confidence and build good relationships with others.
- The setting has strong partnerships with other agencies, such as the speech and language unit, occupational therapy and the local authority. These partnerships help staff to meet the specific learning and development needs of children and to improve their own practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable and confident in their responsibilities to safeguard children. They talk confidently about what would lead them to be concerned about a child's well-being and are aware of how to report concerns. The procedures for recruitment of staff are robust, which helps to ensure their suitability for their roles. Staff receive regular training updates relating to safeguarding. Risk assessments are effective and help protect children when on outings. For example, children wear high-visibility vests and are reminded of the rules to stay safe.

What does the setting need to do to improve?

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

- improve transition periods and daily routine activities to make the most of these opportunities for learning.
- enhance the use of stories and books throughout the setting, to support children's love of books and reading.

Setting details

Unique reference number	EY474399
Local authority	Harrow
Inspection number	10063434
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 3
Total number of places	20
Number of children on roll	14
Name of registered person	Little Leaders Nursery LTD
Registered person unique reference number	RP910235
Telephone number	02037544475
Date of previous inspection	13 May 2016

Information about this early years setting

Little Leaders Pinner Green registered in 2014 and is run by a private provider. The pre-school is based in the London Borough of Harrow and is open each weekday from 9am to 3pm, during term time only. It provides funded early education for children aged two, three and four years. The pre-school employs three members of staff. Of these, one holds early years teacher status and two hold level 3 qualifications.

Information about this inspection

Inspector

Laura Devereux

Inspection activities

- The inspector and the manager took part in a tour of the setting and a discussion about the curriculum.
- A joint observation was conducted by the inspector and the setting manager.
- A meeting was held between the inspector, the manager and the nominated individual.
- The inspector observed the interactions between staff and children.
- The inspector spoke with staff, parents and children.
- The inspector viewed a sample of documents, including staff files and Disclosure and Barring Service records.

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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