

# Inspection of Little Lionhearts Nursery School

103-105 Greenford Road, Harrow, Middlesex HA1 3QF

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Inspection date:

7 October 2021

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children are happy to come to this nursery. Staff work hard to build close relationships with the children. They get down to their level to interact with the children and speak warmly and positively to them. Children feel able to approach staff for a cuddle or words of support if they need reassurance or help.

Children enjoy a variety of interesting and exciting activities at the nursery. For example, they enjoy using glitter, paint and play dough to be creative. However, the quality of education is variable. Some staff plan effective activities to support children in making progress. Others do not yet have the necessary skills to identify what next steps are for children and how to plan activities to support this.

Throughout the day, children spend too much time waiting to transition to the next part of the day. For example, at breakfast time, some children are sitting at the table for an hour before they go to their rooms and start their play and learning. Some children become restless and find it difficult to maintain good behaviour during these times of waiting.

The inspector identified several hazards at the setting. Examples of these hazards include many wires in the corner of some rooms and a missing fence panel around the pond. This means that children are currently not kept sufficiently safe, as leaders do not have effective risk assessment processes in place.

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

- Partnership with parents is a strength of the setting. Parents speak positively about the nursery. They appreciate the daily communication with members of staff and the flexibility the nursery offers around hours of attendance. Leaders work hard to meet the childcare needs of each individual family, and parents really appreciate this.
- Staff really care about the children and are happy to come to work. They work well as a team and speak respectfully to each other. This teaches children how to interact well with their peers. Leaders think carefully about how to support the well-being of staff. Staff appreciate the way that leaders support members of staff who are going through personal challenges.
- Leaders have not identified poor teaching effectively. Staff have not been given the targeted support and professional development opportunities that they need to develop. Therefore, some children do not make sufficient progress in their learning.
- Staff work hard to meet the needs of children with special educational needs and/or disabilities. Staff use some strategies, such as the use of some visual signs and explaining what will happen next, to communicate with children.

However, the long waiting times in between transitions and lack of routine do not sufficiently support these children.

- Children have plenty of opportunities for physical activity throughout the day. This includes rolling hoops, throwing and kicking balls and riding bicycles. Staff also plan ways to support children in strengthening the small muscles in their hands, for example when they roll, stretch and press play dough. However, leaders have not planned a clear and progressive programme of learning for physical development. This means that children do not make as much progress as they could in this area.
- Some staff interact very well with children. In the baby room, staff constantly interact with the babies, repeating key words so the babies learn these words, for example exclaiming 'bang, bang, bang' as a baby bangs on the drum. This supports babies' communication and language development well. In other rooms, this is more variable. Language used by children is not always picked up on and used to support learning. For example, when a child used the word 'lava', this was not used by the staff to explore new concepts with children.
- Leaders have not yet implemented effective systems to ensure that children's dietary needs are met. This information is not clear enough for staff to immediately know what dietary needs each child has. At times, children take food from each other's plates, which is a risk to children with allergies.

## Safeguarding

The arrangements for safeguarding are not effective.

The inspector found several hazards within the setting which could pose risks to the safety of children. This demonstrates that leaders have not put in place effective systems for risk assessment.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure their safeguarding knowledge is kept up to date. Important safeguarding information is clearly displayed in the setting for staff to access if necessary. Leaders use effective systems to recruit staff and to ensure their ongoing suitability.

## What does the setting need to do to improve?

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

	Due date
ensure effective systems for risk assessment are in place	12/11/2021

ensure that effective and clear systems are in place to meet children's dietary needs.	12/11/2021
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**To further improve the quality of the early years provision, the provider should:**

- consider routines around mealtimes to ensure that these lead to a calm environment for the children
- consider transition times throughout the day to ensure there is not excessive waiting time for children.

## Setting details

<b>Unique reference number</b>	2534569
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10209329
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	43
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Leonids Education Group Ltd
<b>Registered person unique reference number</b>	2534568
<b>Telephone number</b>	02039000234
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Lionhearts Nursery School registered in 2019. The nursery is based in Harrow, in the London Borough of Harrow. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round, except for one week at Christmas.

## Information about this inspection

**Inspector**  
Jenny Gordon

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and the room leaders completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the human resources manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- Documentation was reviewed and a discussion was held with the director.

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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