

Report for childcare on domestic premises

Inspection date: 24 February 2022

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Staff have close and caring relationships with children. Staff find out about children's interests and skills when they first arrive. They use this information well to help children to feel secure and happy in the nursery. Children settle quickly into this small nursery, which has a family atmosphere. They engage in a range of interesting activities. For example, children enjoy exploring the different textures of slush gel and rainbow rice. Staff teach children new words to describe how the mixture looks and feels. Children use good small-muscle skills as they use spoons to fill bags with the mixture. They have a good understanding of the world. Children use a rake in the earth to find potatoes they have planted. They put them into bags and give them to the nursery cook to prepare for lunch.

Staff follow children's lead well. For example, children find a puddle and put different objects in it. Staff ask children if the objects sink or float. Staff manage children's behaviour effectively. They value each child as an individual and have high expectations of children. Staff share group rules with children and explain why certain behaviour is not acceptable. Children behave well. Staff provide a varied and enriching curriculum. Children learn valuable skills in preparation for school.

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

- Staff provide children with lots of interesting activities. They observe children regularly and use this information to give children appropriate challenges. Staff provide activities which build on children's learning and help them to make good progress.
- Children have good physical skills. For example, they learn to balance and steer a variety of wheeled toys skilfully around the garden. Children climb and balance across tyres and planks well.
- Staff teach children good early literacy skills. For instance, they use creative activities to support children's learning. Children cut out copies of story characters and stick them onto paper. They retell the story to staff. The staff use puppets and props to tell stories in lively ways. Children listen attentively and make comments on the story.
- Staff teach children good early mathematical skills. They sing a wide range of number songs and rhymes which encourage children to practise their counting skills. Staff count objects with children as they play. They point out different shapes and sizes in the environment.
- Staff help children to learn about and respect differences. For instance, staff talk to children about special events that take place in different cultures and religions. They read stories that have characters from different cultures. Children play with dolls, puzzles and musical instruments which reflect diversity.
- Staff help children to understand their emotions. For instance, they ask children

how they are feeling each morning. Staff show children pictures of different emotions and name them. This helps to support children's understanding of their feelings and those of others.

- Staff work well with parents. They give parents regular updates on their children's progress. Staff talk to parents each day. Parents also have access to secure electronic diaries where they can read about and comment on their children's progress. Staff provide good ways for parents to support children's learning. For example, they suggest ideas and activities to do at home.
- The manager supports staff effectively. She spends time with each member of staff to discuss their workload and well-being, and offers support where needed. The manager also talks to staff about their training needs. Staff attend a range of courses. A course on caring for children with special educational needs and/or disabilities (SEND) has led to improved outcomes for children.
- Children enjoy healthy meals and snacks at the nursery. Staff explain to children about the nutritional benefits of eating healthily. Staff promote good oral hygiene for children. However, during snack times and mealtimes, children wait too long before they can eat their food. This sometimes leads to children becoming frustrated.
- Overall, staff have made improvements in the quality of teaching. Children with SEND are supported well. All children are engaged in learning. However, sometimes staff ask children a lot of questions, without giving them enough time to think and respond.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge and understanding of the signs and symptoms of child abuse. They understand the procedures to follow and know who to report their concerns to in order to keep children safe. Staff are alert to possible indicators that might suggest that a child could be at risk from extremism. They know how to report their concerns to the appropriate agencies to protect children from harm. Staff keep their safeguarding skills and knowledge current by attending regular training. The manager carries out comprehensive background checks on staff to ensure that they are suitable for their roles. This helps to keep children safe.

What does the setting need to do to improve?

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

- review the organisation of snack times and mealtimes to ensure that children do not become restless and frustrated
- give children more time to think and respond to questions to develop their language and thinking skills further.

Setting details

Unique reference number	EY448665
Local authority	Brent
Inspection number	10144890
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	15
Registered person unique reference number	RP510853
Date of previous inspection	16 January 2020

Information about this early years setting

Lena's Day Care registered in 2005 and is located in Wembley, in the London Borough of Brent. The nursery is open from Monday to Friday, 8am to 5pm, for 48 weeks of the year, except for bank holidays. There are five staff, including the manager, all of whom hold appropriate early years qualifications. This includes one staff member who holds qualified teacher status. The nursery provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector
Jenny Beckles

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager carried out a joint observation of a group activity with the inspector.
- The manager accompanied the inspector on a learning walk around the nursery.
- The inspector observed interactions between staff and children, and spoke with children, when appropriate.
- The inspector tracked the experiences of several children.
- The inspector looked at a sample of documentation and held a discussion with the manager.
- The views of staff and parents were considered during the inspection.

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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