

Inspection of The Little School Daycare Ltd

44 Boston Park Road, Brentford, Middlesex TW8 9JF

Inspection date: 4 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children settle well into this safe and wonderful setting. They receive warm and affectionate interactions from enthusiastic key people. Children wave goodbye to their parents and show excitement as they see their friends. Babies are happy and feel safe amongst staff who know them. They are curious to investigate their surroundings.

Children experience an ambitious curriculum. Staff carefully plan and consider children's interests and individual needs. Babies explore their senses through texture play as they dip their hands and feet in paint. Toddlers play with sand, buckets and scoops and hide familiar items to find. Older children enjoy using props during group time to act out familiar rhymes. For instance, they use a water spray for 'incy wincy spider'.

Children's behaviour and attitudes are exceptional. Staff have high expectations of the children at this nursery. They support children to manage their feelings and behaviour through highly positive interactions. As a result, children understand and follow age-appropriate boundaries asked of them. Children and staff use stories and soft toys to explore emotions such as happy, excited, angry and sad.

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

- Leaders have a clear vision which is seen throughout the nursery. They know their team well and regularly spend time within the rooms to lead by example. Leaders evaluate the impact from recent training in communication and language and positive interactions, and how this has improved social communications in all age groups.
- Children of all ages communicate well; age-appropriate language is consistently modelled in all age groups. Children are encouraged to use new words within their play. For example, in the younger toddler room, children use language to describe the texture of sand. Children who speak English as an additional language receive high levels of support. They develop confidence in both English and their home languages, and have opportunities to use their home language throughout the day.
- Staff know what they want children to learn and have a clear, ambitious curriculum. Children are making good progress from their starting points. However, some children do not have the same opportunities to contribute. For example, when taking part in group activities. children who are less confident than others are not encouraged to be as involved as those who are eager to participate.
- Children with special educational needs and/or disabilities (SEND) make good progress in their learning. Staff have focused plans in place to support their

development. The SEND coordinator works closely with a range of external agencies to ensure all children get the support they need.

- Children have opportunities to develop their early independence skills. They show age-appropriate responsibility by choosing what they would like to eat from a photo menu, tidying away after themselves at mealtimes and wiping their noses. On minor occasions, this is not consistent across the setting, which may impact children's developing skills.
- Voices of children are celebrated. Staff follow the lead of children and rapidly change the course of learning to support their interests and desires. Children are highly motivated and eager to join in with activities. They promote taking turns and show mutual respect. For example, children say 'please' and 'thank you' and offer toys to their friends.
- Children persevere and keep on trying. During focus groups, they listen intently and for sustained periods of time. Children are curious at this nursery. They enjoy responding to adults. For example, they consider ways to move like monkeys or a lion.
- Children understand boundaries and expectations asked of them and support each other to meet these. For example, they wait their turn in social situations, understand classroom rules, and listen to adults when they need to redirect their behaviours.

Safeguarding

The arrangements for safeguarding are effective.

Staff have up-to-date training in safeguarding and child protection. Leaders regularly test staff's knowledge through quizzes. There is consistency in knowledge of how to recognise signs and symptoms of abuse across the nursery, including those who may be at risk of radical or extremist views. Staff understand their duty in reporting concerns and know to make referrals to relevant agencies and undertake risk assessment regularly. The nursery is safe and secure. Hazards that are identified are dealt with swiftly to prevent risk of harm to children. Mealtime procedures are robust, including policies surrounding allergy management.

What does the setting need to do to improve?

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

- ensure that opportunities for early independence are consistent across all age groups within the setting.
- support staff to develop their skills further, to ensure that quieter children have the same opportunities in group situations as those who are more confident.

Setting details

Unique reference number	EY280834
Local authority	Hounslow
Inspection number	10214238
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	68
Number of children on roll	62
Name of registered person	The Little School Daycare Ltd
Registered person unique reference number	RP523895
Telephone number	020 8568 4447
Date of previous inspection	27 April 2016

Information about this early years setting

The Little School Daycare Ltd registered in 2004. It is situated in Brentford, in the London Borough of Hounslow. The setting opens from 7.30am to 6pm, all year round. It employs 20 members of staff, 10 of whom hold appropriate early years qualifications, including one at level 5. The setting receives funding for the provision of free early education for children aged two years.

Information about this inspection

Inspector

Jenna O'Sullivan

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 managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and managers about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the managers
- Parents shared their news of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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