

Report for childcare on domestic premises

Inspection date: 8 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

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 enjoy coming to this nursery. Staff greet them warmly in their home language each morning. This helps them to gain a sense of belonging, and feel unique and important. Children feel safe and secure. They enjoy good relationships with staff, who know them well. Children confidently express their opinions and ideas, and are listened to by attentive staff. Staff are skilled at extending children's learning. They ensure that all children make good progress in relation to their starting points in learning. Children speak a rich variety of languages. Staff support children by communicating with them in their home language where appropriate, and support them to learn English.

The dedicated provider and her staff team are committed to their roles and responsibilities. They have high expectations for children. Staff have designed a curriculum based on children's interests and what they need to learn next. For example, children learn about road safety, while playing with cars or riding tricycles in the garden. Children behave very well, and share space and resources successfully. For example, they count to 20 while they wait for their turn to ride a bike. Children are polite and respectful to one another as staff model the behaviour they expect.

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

- Leaders understand the impact that the COVID-19 pandemic has had on children's development. They have a clear intent of what they want children to learn. Staff implement the curriculum and sequence children's learning effectively. For example, staff teach children about the life cycle of the butterfly. They read a book about the caterpillar. Children then observe the butterfly hatch from its cocoon.
- The provider evaluates the nursery effectively, and identifies any training and support that staff need. For example, staff have attended various courses, including extending their knowledge of listening and sharing ideas with children. This has led to further improvements in staff's interaction with children. Staff are confident in supporting children to work together and solve problems when they occur.
- Younger children explore texture books and learn the correct way to hold them. Older children immerse themselves in stories which are read by enthusiastic staff. They learn new vocabulary, such as 'cast' and 'crutches', as they listen to a story about emergencies. They actively share their own experiences and re-enact what they have learned. For example, they practise first-aid techniques on a mannequin during their role play.
- Older children have plenty of opportunities to use the outdoor area. They practise their small-muscle skills through a range of activities, such as sand and

water play. They use one-handed tools to make marks. Some children make detailed drawings and practise their early writing. They enjoy riding bikes, jumping, and dancing, which supports the development of their gross-motor skills.

- Younger children participate in a range of sensory activities. However, on occasion, staff do not offer a high level of activities for younger children to support their gross-motor skills further. This means that at times, they may not get enough opportunities to practise their physical skills, such as jumping, climbing, crawling into a tunnel and kicking a ball.
- Children with special educational needs and/or disabilities, and vulnerable children make good progress. Staff are skilled at working closely with parents and other professionals. They deliver activities that support children's development and meet their individual needs. The provider uses additional funding effectively. For example, she purchased books which are shared with parents to support continuity of children's learning.
- Staff support children's mathematical skills effectively. For example, they encourage children to compare weights and sizes as they learn to use a balance scale. Children count and use mathematical language spontaneously throughout their play.
- Partnership with parents is highly effective. Parents speak highly about the nursery and caring staff. They say that staff keep them well informed about their children's progress, for example through daily chats. Parents feel supported and speak positively about the provider's help during the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their safeguarding responsibilities. They know how to identify that a child may be at risk of harm and what to do with their concerns. Staff explain what they would do if they had concerns about a member of staff. They know the local safeguarding procedures. Staff encourage children to keep themselves safe. They teach them about road safety and introduce them to basic first aid. For example, children learn how to make an emergency call and practise using bandages. Staff use robust risk assessments to help to reduce the risk of accidents. The provider carries out comprehensive background checks on staff to ensure they are suitable for their roles.

What does the setting need to do to improve?

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

- enhance ways to support younger children to develop their gross-motor skills further while they are inside and outside.

Setting details

Unique reference number	EY432197
Local authority	Brent
Inspection number	10235577
Type of provision	Childcare on 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	1 to 4
Total number of places	24
Number of children on roll	50
Registered person unique reference number	RP510998
Date of previous inspection	30 September 2016

Information about this early years setting

Little Smile registered in 2011 and is situated in Wembley, Middlesex. The nursery is open for 49 weeks of the year from 7.45am to 5.45pm, each weekday. There are eight members of staff, including the manager. Of these, five staff hold relevant early years qualifications at level 3 or above. The provider receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector
Agnes Wink

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 provider and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the provider.
- Children spoke to the inspector.
- The inspector observed interactions between staff and children.
- The inspector had discussions with staff and parents, and took their views into account.
- The inspector held discussion with leaders about nursery practices and procedures.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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