

Inspection of The Little Garden Nursery

Acton Vale Community Centre, Beech Avenue, LONDON W3 7JZ

Inspection date: 15 August 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at this welcoming setting excited and ready to learn. They greet staff warmly and display strong emotional well-being. Babies show positive relationships with key staff, raising their arms for a cuddle as they arrive. Toddlers and pre-school children bound into the room and are full of energy from the start. All children love to take part in music and movement sessions. For instance, children enjoy singing familiar songs as staff play the guitar. Children come and explore the guitar, plucking the strings to see what sounds they can create.

Staff skilfully support children to manage their feelings and emotions. Staff ask children how they are feeling. Children explain about feeling 'happy', 'sad', or 'excited'. They give thanks for what they are grateful for before lunch. This helps children to recognise their feelings and behaviours, and to develop empathy for others. Staff plan interesting and inspiring challenges and experiences for children. Children create 'bridges' for pretend dinosaurs to cross the river by trying different techniques and equipment. Staff challenge them to think deeper and problem solve using questions, such as 'what do you think will happen?' and 'what shall we do to change it?' As a result, children develop active imaginations.

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

- Leaders know their local community well. They plan opportunities to widen children's life experiences. Staff take children on regular visits to places in the local community, such as to local shops and parks. Children have free-flow access to the outdoors, as well as regular access to forest-school sessions. They spend time gaining awe and wonder of the nature around them.
- The curriculum for mathematics is strong. Staff model mathematical language as children play with sand and water. They explain concepts, such as 'more' and 'less', and 'empty' and 'full'. Older children solve simple mathematical equations. They calculate how many more sticks they need to create their house.
- Leaders have a clear intent for what they would like children to achieve through the curriculum for communication and language. Staff provide new vocabulary in their interactions with children and build on what they already know. Children who speak English as an additional language are supported with a range of different strategies. These help all children to make good progress. For example, a bilingual member of staff supports children to develop their spoken English as they play.
- Children develop their independence and like to take responsibility for small tasks. For example, they put on their shoes and prepare their snack. Children know the boundaries that they must follow when playing outdoors. They gain the skills which they need to move on to the next stage of their learning or school.

- Parents are complimentary about the nursery. Partnerships are effective and parents are kept informed of their children's progress, including information on how to support their children's learning at home. This helps to provide consistency of care and learning for children.
- Staff plan a range of interesting and purposeful adult-led and child-initiated play experiences for children, indoors and outdoors. Children become engrossed in some activities. For example, they explore the water beads in the outdoor kitchen and wash the dolls in the water tray. However, on occasion, staff are not always deployed effectively enough. There are times when some staff do not consider where they would best be positioned to support children's learning further.
- Snack and mealtimes are relaxed occasions. Staff encourage children's social skills and engage them in conversations. However, staff do not consistently talk to children about what they are eating and the importance of making healthy food choices and leading a healthy lifestyle.
- Leaders are effective in supporting staff in their roles by carrying out regular meetings. They discuss staff's development, training requirements and wishes. Leaders work hard to reflect on practice, and make changes and improvements to the setting when necessary.

Safeguarding

The arrangements for safeguarding are effective.

Staff have all attended training on safeguarding, and understand their roles and responsibilities to protect children in their care. They know how to recognise the possible indicators that a child may be at risk of harm. Staff understand the local procedures for reporting any concerns and of the importance of making timely referrals to safeguard children. Leaders have clear and effective arrangements for the recruitment and vetting of staff. They put procedures in place to ensure staff's continued suitability to work with children. Staff use risk assessments effectively to minimise hazards to children. Children learn how to keep themselves safe through gentle reminders from staff. For example, they learn how to play safely on the trampoline.

What does the setting need to do to improve?

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

- review the deployment of staff to ensure that they engage more fully with children and seize every opportunity to support their learning as much as possible
- promote children's good health even more effectively, by teaching them about the benefits of healthy foods, for example.

Setting details

Unique reference number	2516013
Local authority	Ealing
Inspection number	10194529
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	42
Number of children on roll	65
Name of registered person	The Garden Nursery (London) Limited
Registered person unique reference number	RP542147
Telephone number	02087407685
Date of previous inspection	Not applicable

Information about this early years setting

The Little Garden Nursery registered in 2019 and is located in Acton, in the London Borough of Ealing. The nursery employs 18 members of staff. Of these, two hold qualified teacher status and eight members of staff hold appropriate early years qualifications at level 2 or above. The nursery opens all year round, from 8am to 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

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 her evaluation of the provider.
- The inspector and manager completed a learning walk where they discussed how the provision was organised.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to leaders, staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector sampled some of the provider's documentation, including the safeguarding policy and procedures.

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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