

# Inspection of Little Aisha Nursery

Stanmore Park Childrens Centre, William Drive, STANMORE, Middlesex HA7 4FZ

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Inspection date: 14 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children thrive in this warm and nurturing nursery, which provides a welcoming 'home from home'. Children enjoy individualised care from their attentive key persons right from the start. Photos of children's families are displayed, and books are carefully chosen to reflect those that children enjoy at home. As a result, children settle very quickly and demonstrate that they feel safe and secure.

Children move around confidently between the indoor and outdoor areas and make independent choices about their play. They develop a good range of skills and attitudes, which provides a firm foundation for starting school. Children learn to manage their personal care, such as washing their hands and using the toilet independently. They enjoy being helpful and assist with tasks such as preparing fruit for their snack.

Children respond positively to the staff's high expectations. They are enthusiastic about the activities provided and show very positive attitudes to learning. For example, children display great energy and enjoyment as they learn to hit a ball with a bat. They show good perseverance as they practise and develop this new skill and are proud to demonstrate this. Children follow the nursery routines well and understand the boundaries for behaviour.

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

- Leaders are passionate about providing high-quality care and education for all children. They work with staff to review the nursery and constantly develop practice. There is strong support for staff to develop their professional skills. This includes regular supervision and opportunities for training. Staff speak with enthusiasm about how they have improved their teaching, including for children with special educational needs and/or disabilities (SEND).
- Staff provide a broad curriculum which ignites children's interest and supports all areas of their learning. They regularly assess children's progress, to identify what they need to teach them next. Staff share this information with parents, to help them continue children's learning at home. They provide good support for children who have SEND, to help close any gaps in their learning.
- Children are enthusiastic learners. They develop a keen interest in literacy and acquire important skills in preparation for reading and writing. Children enjoy looking at books and listen intently to stories. They develop the small-muscle movements in their hands and have fun making marks. Older children are curious about the alphabet. They begin to link letters to sounds and learn to recognise their own names.
- The nursery welcomes children from a diverse range of backgrounds. Staff ensure that resources, activities and events help children to understand and

celebrate their differences. This builds children's self-esteem and their respect for others. Staff provide positive praise and gentle reminders to support children's good behaviour. However, they could do more to help children understand and talk about their feelings and emotions.

- The support for children's language and communication is a strength. Staff talk, read and sing with children throughout the day, to help them develop their speaking and listening skills. Staff also speak a variety of languages and provide excellent support for children who speak English as an additional language. As a result, children become confident and effective communicators.
- Staff interact very positively with children and demonstrate some good teaching skills. For example, as children play in the pretend shop, staff introduce new words and ideas to help develop their play. However, at times, staff miss opportunities to challenge and extend learning, especially for older and most-able children.
- Staff promote children's good health effectively. Children play outdoors each day and enjoy activities such as yoga and movement sessions, to support their physical development. Children are served healthy meals and snacks. They grow vegetables in the nursery garden and staff encourage them to try a range of food.
- Leaders and staff value their partnerships with parents highly. They work hard to embed a shared approach, to support children's care and learning. Parents describe staff as friendly and supportive. They say children make good progress, especially with their language development and social skills.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out robust checks on staff and provide ongoing training, to help ensure that they are suitable to work with children. Staff understand how to keep children safe in their daily practice. For example, they check the premises and resources each day, to help minimise any hazards. Leaders and staff know about different types of child abuse and recognise the signs of harm. They know the procedures to follow should they have any concerns about the welfare of a child or the conduct of a staff member. This includes the processes to involve other safeguarding agencies, to help protect children.

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

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

- develop further the opportunities to help children learn about their feelings and emotions
- strengthen staff's understanding of how to challenge and extend children's learning, particularly for older and most-able children.

## Setting details

<b>Unique reference number</b>	2519937
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10205223
<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>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Mo Mo Education Ltd
<b>Registered person unique reference number</b>	RP561801
<b>Telephone number</b>	07494 131 395
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Aisha Nursery registered in 2019. The nursery is situated in Stanmore, in the London Borough of Harrow. The nursery operates from Monday to Friday, from 8am to 6pm, during term times only. The provider employs five staff to work with the children. All staff have an early years qualification at level 6 or level 3. The nursery offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The managers showed the inspector around the nursery premises. They discussed the curriculum and how the provision is organised.
- The provider and managers met with the inspector to discuss leadership issues, such as recruitment and staff supervision. They ensured that relevant documents were available for the inspector to view. This includes staff's suitability checks and paediatric first-aid certificates.
- The inspector observed the quality of the education and considered the impact on children's learning. This includes a joint observation with the manager.
- The inspector held discussions with parents, staff and children at appropriate times throughout the inspection, to assess their views and experiences.

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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