

Inspection of Littlebrook Nursery

501 Bath Road, WEST DRAYTON, Middlesex UB7 0EN

Inspection date:

6 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the nursery happily and eager to begin their day. They receive a warm welcome from the friendly and caring senior staff, who take them to their rooms after a short greeting and handover with parents. This supports children to separate from and say goodbye to their parents. Following the COVID-19 pandemic, staff have adjusted settling-in times for new children, to help them to settle and support their well-being. Staff have close relationships with children. They demonstrate care and kindness when children arrive, asking if they would like to play or have a hug.

Children feel safe and secure. They behave well and understand and follow the rules in nursery. Children develop good physical skills. They have time and space to run, climb and explore in the large indoor soft-play space, as well as the garden attached to the nursery. In the baby and toddler rooms, younger children enjoy songs, rhymes and stories. With support from staff, the younger children also have time to explore the soft-play area and spend time in the garden.

The setting requires improvement as not all staff have a clear understanding of the curriculum and what they want children to learn and achieve. Some staff provide too much focus on the resources which they are providing, rather than how they are supporting individual children's learning.

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

- Staff assess children's development using recognised screening tools to ensure that children are quickly identified when requiring help to develop their language and communication skills. Staff generally work in partnership with parents, for instance by sharing ideas for activities, to help children to make the best possible progress.
- Children eagerly share what they know and observe when participating in activities. Some staff respond well, following children's interests, for example when children are interested in the sounds of trains. Staff know children's up-to-date likes and interests. They use this information to support further discussions to extend children's thinking and concentration.
- Although there are some induction processes in place, these are not robust enough to help staff to fully understand their role and responsibilities. Staff complete initial online training. However, managers do not follow this up to check staff's understanding and offer them further support.
- Staff provide activities that most children enjoy. However, they do not plan the environment to consider how to use all the space available in the rooms. This does not enable children to freely explore as certain areas are too busy and some children lose interest in their play and learning.

- In the nursery and pre-school rooms, staff's focus for children's learning is to develop their independence. However, some staff make requests that children cannot complete. For example, children are directed to get their coats and put them on when children's coats are behind a gate. Staff hand out and put children's coats on for them, without giving children the opportunity to have a go for themselves.
- Staff plan menus to accommodate children's individual dietary needs. They use a system of coloured plates to ensure that all children's dietary needs are met. Staff support children to understand what they can eat and why it is important to stay healthy.
- Staff upload information for parents via an online application about their children's daily care. However, staff do not support some parents to use this system to share information about children's development at home, to provide consistency in children's learning.
- Many children and their families speak English as an additional language. Some staff speak children's home languages. Managers report that children have individual support or in small groups to introduce single words and phrases in English.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of what they need to do to keep children safe. They are also clear on how to report an allegation made against a member of staff and how this protects children's welfare. Staff make sure that the building and areas accessed by children are safe and secure. There is CCTV in each room and the cameras alert the manager to any unknown people or vehicles approaching the premises. Staff know who to report concerns regarding repairs to. Risk assessments are in place and arrangements are made to ensure the safety of children when in the setting.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that there is a clear induction process for all new staff to support them to understand their roles and responsibilities within the setting and help them carry out their roles effectively	31/01/2023

provide effective support for staff, including tailored training and regular supervision, to improve the quality of teaching and curriculum for children	31/01/2023
improve the planning and implementation of the curriculum, taking account of children's interests and current abilities, to build on what children already know to help them make consistently good progress.	31/01/2023

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

- support parents to share their children's learning from home, to provide consistency in children's learning and development.

Setting details

Unique reference number	EY334366
Local authority	Hillingdon
Inspection number	10235018
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 4
Total number of places	104
Number of children on roll	106
Name of registered person	Littlebrook Nursery Ltd
Registered person unique reference number	RP526257
Telephone number	01753 686029
Date of previous inspection	8 December 2016

Information about this early years setting

Littlebrook Nursery registered in 2005. It is located in West Drayton, Middlesex. The nursery currently employs two cooks and 14 staff. Of these, 10 staff hold qualifications at level 3 and four are unqualified. The nursery is open all year round, from 7.15am to 6.30pm, Monday to Friday, except for bank holidays. It is registered to provide funded early education for children aged two, three and four years.

Information about this inspection

Inspectors

Bernie Dunne
Katarina Hustava

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- Senior managers completed a learning walk with the inspectors.
- The inspectors had discussions with parents to seek their views on the setting.
- The inspectors completed observations in all rooms and held discussions with staff.
- A joint observation was completed with the manager to assess the quality of education.

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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