

Inspection of The Little Academy Day Nursery

Tillotson Road, Off Headstone Lane, Harrow, Middlesex HA3 6PS

Inspection date: 26 January 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy a wide variety of activities in this bright, welcoming nursery. Staff develop secure relationships with children, allowing them to feel safe in the nursery. Staff use children's interests to plan activities. Babies explore the sensory tray. They explore various dry textures in large trays, crunching the cereal flakes in their hands and watching to see what happens next. This helps children to become inquisitive learners.

Staff have high expectations of children. Children receive a lot of praise and encouragement from staff as they play, such as when children climb up the ladders to the climbing frame. Staff encourage children to try this independently. As their confidence builds, staff members gradually offer less support. These achievements build on children's self-esteem. Children are well behaved and play cooperatively. Younger children play alongside their peers. They watch intently as their friends play with toys, copying and following their lead. For example, older children excitedly experiment rolling balls down the drain pipes to see which one travels the fastest. Younger children copy them and join in the fun. Children develop social skills and the ability to work together.

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

- The new manager and staff team have begun to create an ambitious curriculum for all children. They know the children well and understand how they learn. A robust settling-in policy ensures that key persons gather information on what children can already do, and what they need to learn next. Staff use observations and assessments well to design an appropriate curriculum for children to help scaffold their learning.
- Staff help children in their future learning. For example, they promote good communication and language skills. They make eye contact with babies and young children and provide a running commentary to help them learn new words. Staff provide singing sessions and read stories to help widen children's vocabulary. They introduce words such as 'pat' and 'ready steady go,' as they make shapes in the sand with moulds.
- Staff support children to regulate their emotions and to become independent learners. They successfully use stories and discussions and 'calm-down boxes', to help children talk about and begin to regulate their emotions. Children behave well. This is evident as the older children support their friends to zip their coats up when they struggle.
- Room transitions are well supported throughout the nursery. Key persons complete detailed documents to share children's development information. The new manager and staff meet to discuss children's individual needs and personality traits and how to best support the children. Parents are happy with

the setting and state they are 'well informed about transitions,' and their children are 'happy and safe'.

- In the main, staff encourage children to develop good routines and habits, such as handwashing. Children are offered a large variety of fresh fruit at snack times. The children learn to carefully cut vegetables independently. They talk with staff about the different vegetables and where they come from. However, staff do not consistently support children to understand the impact that healthy foods might have on their bodies.
- Children's physical development is actively encouraged. They energetically ride bicycles, climb on apparatus and reach up high, stretching their muscles as they practise throwing rubber rings around cones.
- Staff provide many opportunities for children to develop their literacy skills. For example, children enjoy listening to their favourite stories and can access a range of resources to make marks in various ways. However, staff do not incorporate mathematics as well as they could. For example, staff do not consistently build on children's interest in mathematics by using further mathematical language or numbers in children's play and exploration.
- Staff receive good support from the management team through targeted supervision meetings and training. The new manager has made significant positive changes since the last inspection and has a clear plan in place to continue the development of the nursery. She understands her role in the journey they are on and how she will continue to support staff.

Safeguarding

The arrangements for safeguarding are effective.

All staff in the nursery are knowledgeable about safeguarding children. They are aware of the signs and symptoms that might indicate that a child may be at risk of harm or neglect. Staff are confident to report any allegations independently and understand the recording and reporting procedures. Staff complete regular training and speak confidently about wider safeguarding issues in society, such as the 'Prevent' duty. Robust risk assessments are completed to ensure children's safety within the nursery. Staff supervise the children well. Children learn about keeping themselves safe outdoors.

What does the setting need to do to improve?

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

- extend children's understanding of how healthy eating habits contribute to their overall health
- develop the programme for mathematics to build on children's previous learning and develop their mathematical skills even further.

Setting details

Unique reference number	EY306769
Local authority	Harrow
Inspection number	10233347
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	60
Number of children on roll	47
Name of registered person	The Little Academy Ltd
Registered person unique reference number	RP521625
Telephone number	0208 421 2128
Date of previous inspection	21 February 2022

Information about this early years setting

The Little Academy Day Nursery registered in 2005. It is situated in Hatch End, in the London Borough of Harrow. The nursery is open Monday to Friday from 7.30am to 6.30pm, and operates for 51 weeks of the year. The nursery employs 12 members of childcare staff, of whom, nine hold appropriate early years qualifications between level 2 and 4. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- Staff and children spoke to the inspector at appropriate times throughout the inspection. The inspector observed the interactions and conversations between the staff and the children and considered the impact these have on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents spoke with the inspector, and their views were taken into account.
- The inspector had a discussion with the manager and training consultant about staff training and how they evaluate practice.
- The manager showed the inspector relevant documentation and evidence of the suitability of the 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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