

Inspection of Little Leaders Rayners Lane

Rayners Lane Childrens Centre, Unit 3-4, Lime Terrace, Tranquil Lane, Harrow HA2 0ET

Inspection date: 28 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children run in happily to this warm and welcoming nursery. They form strong relationships with the caring practitioners who look after them. Children behave well and demonstrate good listening skills with their peers and the practitioners. Practitioners model positive behaviour when speaking to each other and are always courteous and polite. Practitioners use a range of positive behaviour management techniques to support children's behaviour. These include, turn-taking timers and how to have kind hands with their friends. Older children use these strategies autonomously in their play to solve conflict with their peers. For example, when they want to play with the same toy, they will collect the sand timer to 'give them both a turn'.

Practitioners foster an environment where children thrive on being independent in their learning and self-care routines. All children have free access to the resources and are given choices in their play. Children confidently demonstrate a range of skills, such as dressing themselves, toileting and serving their own food. Preschool children make very good helpers and enjoy being given responsibilities in their classroom. Children dress up as waiters as they wheel their trolley to hand out the bowls at mealtimes.

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

- Communication and language development is promoted at this nursery. Practitioners model language as they chat to the children. Key vocabulary is repeated for children to learn. This helps children make good progress in this area. Babies enjoy singing familiar songs in small groups. They mimic actions in time with the beat. The practitioners skilfully engage their interest by using props from a box.
- Parents are happy with the nursery. They know who to report concerns to and feel listened to by the manager. They comment that the practitioners care about their children and that their children make good progress here. Parents are involved in their children's development through regular communication. They have opportunities to share information about their child outside of the nursery.
- Practitioners have a good knowledge of their key children and care about their development. They use what they know about the children to plan for their next steps. Practitioners comment that they are proud of what the children achieve with them. Children are kept busy with a wide range of resources. However this does not extend to the garden outside. Practitioners understand the importance of daily physical play outside for young children, but this does not always take place. The large garden has plenty of potential for extending children's development and learning experiences, but this is not yet fully utilised.
- Leaders and managers are supportive to their practitioners. They encourage

practitioners to continue their professional development. Practitioners have opportunities to attend regular training and are enthusiastic to implement new ideas into the nursery. For example, after the baby room leader attended a course about working with babies, she redesigned the room to reflect her new knowledge. Babies are given opportunities to access some resources easily and some that will challenge their physical development. This helps them to learn independence and problem-solving skills from a young age.

- Overall, the managers are constantly reflective and have high expectations for the children. They identify areas to develop in the nursery. From this, they set actions to improve learning opportunities for the children. In their enthusiasm to provide a challenging curriculum for toddlers, practitioners sometimes plan activities that are not best matched to the ages and stages of development of the children and that are pitched above the children's learning level.
- Managers and practitioners promote children's emotional development. They recognise that children need to be happy to be able to learn. They focus on creating a relaxing environment that children feel calm in. Children experience yoga and meditation sessions which supports them to manage their feelings and control their body. Children behave well.
- Practitioners use care routines very well to help children feel emotionally secure. They tell babies what is going to happen next, for example, they talk to babies while changing their nappy.

Safeguarding

The arrangements for safeguarding are effective.

Managers and practitioners understand their roles and responsibilities for safeguarding children. Practitioners receive regular supervision to discuss safeguarding concerns. Managers follow a robust system when recruiting new practitioners to ensure that they are suitable. Safeguarding training is regularly updated and information about reporting safeguarding concerns is clearly displayed. Managers and practitioners confidently describe the signs and symptoms a child may display if suffering from abuse or neglect. They are familiar with wider areas of safeguarding, including the 'Prevent' duty and female genital mutilation. Daily risk assessments keep children safe and the building is secure.

What does the setting need to do to improve?

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

- consider that all children have daily access to outdoor play to promote healthy living and support their physical development
- improve activity planning so that tasks are more closely matched to the needs and abilities of each child.

Setting details

Unique reference number	EY536554
Local authority	Harrow
Inspection number	10280096
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	36
Number of children on roll	30
Name of registered person	Little Leaders Montessori LTD
Registered person unique reference number	RP536553
Telephone number	07957768204
Date of previous inspection	9 August 2017

Information about this early years setting

Little Leaders nursery registered in 2016. It operates in Rayners Lane, in the London Borough of Harrow. The nursery is open each weekday from 8am until 6pm, all year round. The nursery employs nine members of staff. Of these, one holds an early years qualification at level 5, four hold an appropriate early years qualification at level 3 and one holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Rivka Bick

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 manager 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 she wants the children to learn.
- The inspector talked to practitioners and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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