

# Inspection of Little Orchard House Nursery

Greenford Conservative Club, Courthope Road, Greenford UB6 8PY

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Inspection date: 27 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 excitedly come into the nursery, where staff greet them warmly. They are happy and thoroughly enjoy the time they spend at the nursery. Children quickly form close attachments to staff and feel confident to play and explore. They are encouraged to choose which toys they would like out for the day and where they would like to play, either indoors or outdoors. Children behave well. They show consideration for others and learn to share and take turns. The older children have formed friendships among themselves, and toddlers play happily alongside others.

All children benefit from a language-rich environment that builds on their communication skills. Staff communicate well with children in a variety of ways. They model language well and repeat key words. Staff support children who speak English as an additional language well. Older children express themselves confidently, and staff interpret effectively the wants and needs of younger children whose language skills are at an early stage. Staff know children's interests and provide learning opportunities that take these into account. Staff have high aspirations for all children. Leaders ensure that children who are entitled to additional funding get this, and that it is used to support any gaps in their development.

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

- Partnerships with parents are good and well established. Staff work closely with parents to get to know their children and to share information about their children's day at nursery. Parents say that they are happy with the care that their children receive and how they are well informed about their children's learning.
- Children take part in activities where they learn the importance of brushing their teeth. Staff provide them with healthy meals and snacks. Mealtimes are social occasions, and children's independence is supported well by staff. For example, children pour their own milk or water and scrape their plates when they have finished their lunch.
- Staff successfully support and develop children's physical skills and emotional well-being. Children regularly take part in mindfulness activities and play outdoors. For example, children learn to be active and engage in physical play as they run, jump and climb in the playground, chase bubbles and dance to music.
- Children have a good range of experiences to support their literacy skills. Staff provide cosy and inviting reading areas, where children handle books with care. They practise making marks and enjoy listening to stories and looking at books independently. This helps children prepare for their future learning in readiness for school.
- Staff actively seek support for children with special educational needs and/or

disabilities. This enables early diagnosis, and allows staff to implement support plans without delay so gaps in learning can close swiftly. Staff have detailed knowledge of the very specific needs of each child. They work closely with parents and outside agencies to agree and constantly update individual care plans.

- Children learn about the different cultures and languages represented in the nursery. Staff share materials and songs from their own cultures and assist children in learning about various cultural festivals. Resources, such as books and posters, reflect the children in the nursery.
- Staff create a sequenced curriculum that incorporates children's evolving interests. They use their knowledge of child development to offer a wide range of learning opportunities that help children to make good progress. The learning environment is inviting and there are lots of exciting resources, which are easily accessible to children. Staff plan enjoyable activities that children are keen to take part in. However, at times, group activities are not organised well and children lose interest and do not stay engaged in their learning.
- Staff work well as a team. They have regular meetings to reflect on their practice and the learning experiences they provide for children. The leaders make good use of supervision meetings to support staff's well-being effectively. However, monitoring of staff performance is not fully effective to identify clearly how individual staff members can raise the quality of their teaching to the highest level.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have a broad understanding of safeguarding issues, such as the indicators of abuse, extremism and radicalisation. Leaders ensure that staff are trained to understand safeguarding procedures and what to do if they are concerned about a child. Staff complete safeguarding training frequently to ensure that their knowledge is current. Leaders implement thorough recruitment procedures, helping to ensure that all staff are suitable to work with children. The premises are safe and secure. Leaders complete frequent risk assessments of areas accessed by children and when going on outings to ensure that children remain safe in their care.

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

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

- review how group activities are planned and organised to ensure that all children are fully engaged, to extend learning opportunities further
- strengthen the individual support and coaching for all staff to improve their skills and the quality of teaching to the highest level.

## Setting details

<b>Unique reference number</b>	EY500948
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10280472
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Little Orchard House Nursery Limited
<b>Registered person unique reference number</b>	RP535456
<b>Telephone number</b>	02085786566
<b>Date of previous inspection</b>	22 September 2017

## Information about this early years setting

Little Orchard House Nursery registered in 2016. The nursery employs seven members of staff. Of these, four hold appropriate early years qualifications at levels 3 and 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rizwana Nagoor

## 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 their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.

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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