

# Inspection of Little People of Willow Vale

Montessori Nursery, 9 Willow Vale, London W12 0PA

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Inspection date: 10 August 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**

Staff offer parents and children a warm welcome as they arrive. The atmosphere in the nursery is happy and relaxed. Staff and parents exchange information at the beginning of the day. Children separate easily from their parents and show that they feel safe and secure. They have very good bonds with key staff, who they confidently approach for support and a cuddle when they feel unsure. As a result, children feel secure to go off and explore the range of stimulating activities that have been specifically chosen to help them to follow their interests.

Staff skilfully support children to develop their communication and language. For example, they quickly notice what children are interested in, and then comment on those interests to extend children's vocabularies and understanding. Staff use exaggerated and musical tones when they speak to babies. This supports children's language development well, engaging their emotions and highlighting the structure in language.

Children play cooperatively and develop their social skills. Older children become engrossed in rich role play in the outdoor mud kitchen. Staff support children well to develop an interest in early science. Children demonstrate excitement and awe as they discover seeds growing in the beans they planted.

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

- Staff help children to gain good literacy skills. Babies enjoy snuggling in to listen to a story, which staff read in expressive and interesting tones. Staff introduce older children to new words, such as the names of vegetables, during activities and by showing them photos and print. This helps children to understand that print holds meaning. Parents speak very positively of the nursery. They value the library system, where they can borrow books to develop their child's love of reading at home.
- Staff skilfully and consistently support children to develop their mathematical knowledge and skills. Toddlers learn to match numbers to quantity, such as through counting out pieces of pasta. Staff expertly introduce concepts such as division and problem-solving through play activities. They support children effectively to learn the language of size. For instance, staff comment about items being 'massive' or 'tiny' and accompany this with gesture to reinforce the meaning.
- Children enjoy ample opportunities for fresh air and exercise. There is a safe and enclosed garden for older children and babies. In addition, staff take children to the local park. Children benefit from tasty and nutritious food that is cooked on site. Managers listen carefully and respond to parents' feedback when considering the nursery's menu.

- Transitions, such as when children join the setting or move to another room, are well planned, considerate and unrushed, with the needs of individual children at the centre. Staff ensure that they meet with parents prior to their children joining the nursery to understand children's needs and interests. Parents of children who are settling in join for lunch. This helps to establish strong relationships between staff, parents and children from the beginning. Parents feel fully included in their child's learning. They value the electronic app that allows them to see the progress that their child is making in the nursery. They comment on how staff have explained to them about how these activities support their child's development.
- The dedicated and passionate special educational needs coordinator (SENCo) monitors children's progress closely to ensure that any gaps in children's learning are addressed swiftly. Staff ensure that advice from other professionals is followed. Staff ensure that children's home cultures are valued. For example, they celebrate special days together. However, there are fewer opportunities for children to experience diversity and difference through their play.
- The nursery is led by an energetic and passionate management team. Partnerships with the local authority and the local community, including schools, are good. Managers place a high value on staff's well-being. Staff report that they feel valued and encouraged. Managers provide new staff with a thorough induction and appoint them a mentor to help them fully understand their role. They ensure that all staff benefit from targeted training so they can feel confident in the roles.

## Safeguarding

The arrangements for safeguarding are effective.

The management team has a very good awareness of its responsibilities in meeting the safeguarding and welfare requirements. There are effective recruitment procedures in place. The management team carries out ongoing checks of staff's suitability to ensure that all those working with children are safe and suitable. Staff undergo regular and effective training to ensure that they can identify any signs a child may be at risk of harm. They have a secure knowledge about the procedures to follow in the event of having any concerns about children in their care. Staff supervise children closely at all times and are well deployed throughout the nursery to keep children safe.

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

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

- build further on the existing support given to children that helps them to develop their understanding of similarities and differences between people during their play activities.

## Setting details

<b>Unique reference number</b>	EY373822
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10301082
<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>	0 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Little People Nurseries Limited
<b>Registered person unique reference number</b>	RP906542
<b>Telephone number</b>	020 8749 2877
<b>Date of previous inspection</b>	5 January 2018

## Information about this early years setting

Little People of Willow Vale registered in 1993 and is located in the London Borough of Hammersmith and Fulham. The nursery is open each weekday from 8am to 6pm and operates for 50 weeks of the year. The provider receives funding to offer early education for two-, three- and four-year-old children. There are 10 staff; all hold relevant qualifications ranging from levels 2 to 6. The nursery follows the Montessori educational philosophy.

## Information about this inspection

### Inspector

Elizabeth Shack

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager and the inspector carried out a joint observation of an activity.
- 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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