

Inspection of The Never Ending Story Early Education Centre

The Old Harlington Library, Bedwell Gardens, Hayes, Middlesex UB3 4EF

Inspection date:

9 November 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

Not applicable

What is it like to attend this early years setting?

The provision is good

Staff plan and creatively present play experiences linked to the interests of all children. Older children purposefully walk around the playroom to see what resources are out and to find something that catches their attention. Children confidently approach staff to ask for support or to share what they have chosen before continuing with their play. Older children enthusiastically join in with singing about the days of the week or take turns to discuss the weather. Younger children crawl or walk, reaching out to grasp resources, and they use their hands to push flaps or shake toys to get a response.

Behaviour is good. Children sustain their concentration, and they are engaged and focused on what they are doing. Staff have high expectations for all children and work closely with parents and professionals to support children. This helps to ensure that all children, including those with special educational needs and/or disabilities (SEND), receive the support they need to make good progress.

Staff plan activities to sequence learning and to build on what children already know. Adult-led group activities are presented in a light-hearted and fun way. For example, when reading favourite stories, staff encourage children to stand and playfully wiggle to model the movement an animal may make to shake their tail.

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

- Children develop age-appropriate independence. For instance, younger children find their photograph to recognise their coat peg. Older children are taught to identify their name, in written form, by self-registering. Children with SEND have visual cues to support and develop their understanding of nursery routines. Children build confidence, as they are proud of what they can do.
- Next steps are tailored to each child's individual needs and starting points. Staff observe and upload what they see to an online application. Staff quickly identify any gaps in learning and seek consent to make referrals. Additional funding is used to enhance children's experiences by providing trips to the theatre or by purchasing specialist equipment. Staff work with parents to devise support plans, ensuring that all children make progress.
- Leaders and managers demonstrate a good knowledge of their local community and understand how this can impact on children's development. They have a clear vision and oversight of the curriculum. They continually monitor practice to ensure learning is tailored to meet children's individual needs. For example, managers have ensured that the needs of children and families are covered in the curriculum. This includes working in partnership with healthcare professionals to teach children about oral health and the importance of healthy eating.

- Children are eager to engage in practical learning experiences. For example, the setting exchanges postcards with a network of early years settings across the world. Children excitedly unravelled a ribbon to demonstrate the amount of snow that falls in one country each winter. Children readily recall what they would need to wear for very cold weather and how they would like to build a snowman when playing in snow. However, on occasion, some staff ask questions with 'yes' or 'no' answers, which does not support children's thinking, or help them to develop and extend conversation further.
- Older children gain skills and knowledge as they use their knife and fork to cut and eat their lunch. Discussions around the table include children sharing their understanding of what they can and cannot eat and why. They know that eating fruit and vegetables and drinking water are good for their health. Children discussed between themselves how not eating meat would make you a 'vegetarian', how some vegetarians eat fish, and are called 'pescatarians' and how not eating any 'dairy' would make them 'vegan' as they happily enjoyed their meal.
- The manager is a strong role model. She is visible and demonstrates good, shared interactions. She knows children incredibly well and truly wants the best for the children and families using her setting. Recently, challenges in recruitment have had an impact. Leaders have plans to extend provision. However, reflection is required, as the abundance of resources restricts free choice and the flow of children around the playroom.

Safeguarding

The arrangements for safeguarding are effective.

All staff confidently answered questions about keeping children safe from harm. Staff shared their knowledge of the changes in behaviour or appearance that may raise their concern and what they would do to ensure the well-being of the children in their care. Risk assessments are completed, and daily health and safety checks are performed to ensure the setting is clean and well maintained. Children are received at the door by staff. Gates and doors ensure that children only have access to areas that are suitable for them

What does the setting need to do to improve?

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

- reflect on the organisation of the space in the provision to further support children's learning and help them make even better progress
- develop staff's use of open-ended questions to extend children's thinking and further develop back-and-forth conversations.

Setting details

Unique reference number	2655189
Local authority	Hillingdon
Inspection number	10318821
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	1 to 4
Total number of places	70
Number of children on roll	34
Name of registered person	Tiny Gems Day Care Limited
Registered person unique reference number	RP910184
Telephone number	07522843441
Date of previous inspection	Not applicable

Information about this early years setting

The provider is based in the London Borough of Hillingdon. The setting is open from 7.30am to 5.30pm, Monday to Friday, all year round. The setting provides childcare for funded two-, three- and four-year-olds.

Information about this inspection

Inspector

Bernie Dunne

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 this into account in their evaluation of the provider.
- The inspector had a tour of the premises to complete a learning walk, and the provider described how the environment and the curriculum are organised.
- At appropriate times during inspection the inspector spoke to staff and children.
- A meeting was held with the owner of the setting. Relevant documentation, such as the evidence of the suitability of staff working in the nursery, was considered.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023