

# Inspection of Little Aisha Nursery

27-29 The Arches, Stanley Road, Harrow, Middlesex HA2 8AU

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Inspection date: 17 November 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Activities are well presented by staff, who know the children in their care well. Children explore activities provided across all seven areas of the curriculum both inside and in the outdoor space. Focus of the ambitious curriculum is around the prime areas of learning. Children enjoy physical activities, for example, opportunities to practise large motor movements include riding trikes and balancing in the outside area. Mark making and the mud kitchen allow children to practise using fine motor movements.

Staff respond to children's interests. For instance, children were fascinated by the building sites in the local community. Staff set up a construction area with large wooden blocks and tools. Children wear hard hats and high-visibility jackets, recreating what they see. Children behave well, they turn take and share with minimal support from staff. They follow the nursery routine well. Staff are positive role models who praise children and encourage their efforts. Children are proud of what they can do.

Children requiring additional support or those with special educational needs and/or disabilities are swiftly identified. Support plans are devised in partnership with parents to ensure all children make progress.

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

- Managers and staff are committed to providing high-quality care and education for all children. They plan a broad and exciting curriculum that effectively supports all children to make good progress from their assessed starting points. Staff work with parents and professionals to develop the skills children will need for future learning.
- Staff implement a varied curriculum that focuses on using children's interest to extend their learning. Children enjoy moving around, participating in a wide range of activities and experiences. For example, children select, name and buy fruit and vegetables in the greengrocer's shop. They choose paper glue and glitter to represent the fireworks they saw during the festival of light Diwali. However, there are occasions where planning is not as clear and precise as it could be. For instance, some activities for groups of children are not thought out and planned sufficiently to include precise learning intentions for children at different stages of development. In addition, staff do not always discuss and share the role they will be taking, making it unclear which staff are leading the activity.
- Staff working in the baby area build strong attachments to the children. They access additional training to fully understand their role and to make sure babies and young children are well cared for and have the attention and support they

need. For example, children are offered lots of cuddles and care when they arrive each morning as they separate from their parents.

- Staff work well together, overall. They act as positive role models for children. Routine tasks are shared with staff communicating between themselves to ensure children are supervised and they are always within sight and sound of children.
- Parents praise how, from the very first visit, they are supported and reassured by staff. Parents appreciate the warm welcome they and their children receive. Parents describe the setting as a 'home from home' for their children and refer to staff being like 'extended family'. Parents access an online app containing information observations and photographs. Parents meet staff regularly to discuss their child's development and to devise plans for their next steps in learning.
- Leaders and managers ensure staff feel well supported and are happy in their roles. They have access to regular staff meetings, supervision and training to extend their knowledge. Leaders and managers receive good support from the local authority and work with healthcare professionals to promote positive health and well-being for children, their families and staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are very clear on what they need to do if they are concerned about a child in their care. Staff shared changes in children's appearance or behaviour that would alert them. All doors have keypads, and areas within rooms have gates to ensure children only have access to areas that are safe for them to use. The nursery is well maintained and daily health and safety checks are completed. Leaders and managers follow safe recruitment practices to ensure all staff are suitable to work with children.

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

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

- review the organisation of adult-led group activities to ensure staff work together to effectively support all children's learning.

## Setting details

<b>Unique reference number</b>	2710575
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10313740
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	80
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Amaa Education Limited
<b>Registered person unique reference number</b>	2617798
<b>Telephone number</b>	02084236353
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Aisha Nursery re-registered in 2022. The nursery is situated in South Harrow in the London Borough of Harrow. It is open Monday to Friday, from 7am to 6pm, all year round, except for bank holidays. The nursery employs 15 staff, of whom 10 staff hold relevant childcare qualifications.

## 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 that into account in their evaluation of the provider.
- The inspector had a tour of the premises to complete a learning walk; the provider described how the environment and the curriculum are organised.
- The inspector spoke to parents to gain and consider their views.
- The inspector observed children's play and their interactions with staff.
- Documents were viewed by the inspector.
- A leadership and management meeting was held 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.

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