

Inspection of Littlebrook Nursery

Arora Developments Ltd, Sipson House, 595 Sipson Road, Sipson, WEST DRAYTON,
Middlesex UB7 0JD

Inspection date: 27 March 2024

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 feel safe and comfortable within the nursery. Staff support this by showing a caring nature. For example, they use soft tones when interacting with younger children. Older children are given opportunities to make choices for themselves. During singing sessions, they independently select the song that they would like to sing. Staff support children's understanding of routines. They use visual timetables to explain upcoming events. For example, they show children the lunchtime visual. Children enjoy playing in the sand. Staff engage well with them and enthusiastically play alongside them. As children play with coloured rice, staff repeat words, such as 'shake, shake, shake'. Children respond by listening for the sounds made. These interactions support positive relationships between children and staff.

Staff know children well and share information between each other. For example, staff speak to each other about children's likes, dislikes, and progression within their development. Children behave well within the nursery. They are confident. Children of all ages approach the inspector and confidently invite the inspector into their play. They enjoy taking part in imaginary play. For example, staff order food from the menu and children serve plates of pretend food in the cafe. Staff extend learning opportunities by talking to them about healthy choices. This gives children opportunities to learn about healthy lifestyles.

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

- Leaders speak fondly about children having opportunities to take part in sensory experiences. Children enjoy exploring different materials with staff. They use their hands to find coloured eggs in the sand. They also enjoy exploring the coloured rice in small groups. This supports children to explore a variety of different textures.
- Children have opportunities to play with play dough. Staff explain how this supports children to develop the muscles in their hands. Children use their fingers to push the play dough. Developing hand strength influences fine motor skills and supports children with pre-writing skills.
- Staff use simple language and repeat words to support younger children to develop their communication and language skills. For example, they say 'brush, brush' as they brush sand from their hands. They also use single words to describe textures, such as 'soft'. Older children have opportunities to sing a variety of different rhymes. This supports children to develop their vocabulary.
- Overall, children have opportunities to participate in a wide range of activities. However, on some occasions, staffing arrangements do not support all children to participate. For example, children enjoyed listening to the story of 'The Very Hungry Caterpillar' in a large group. Staff encourage children to interact by asking questions and giving them opportunities to share their ideas. Confident

children enjoy participating. However, children who are less confident are not always supported to interact. This means that not all children benefit from the learning opportunities provided.

- Children have opportunities to develop their mathematical skills. For example, they enjoy playing a game of snakes and ladders. Children roll the dice and staff support them to count the correct number. They also play in the large tray with coloured rice. Staff support them to fill and empty containers. They count together as they place pom-poms into the containers. This supports children to develop an understanding of mathematical concepts.
- At times, the organisation of routines does not fully support younger children to remain focused. For example, during preparation for mealtimes, children are expected to wait in line to wash their hands and then wait for their lunch. This means that during these periods, children became frustrated and are distracted.
- Parents have positive views of the nursery. They expressed how they felt supported when their children first started. They are happy with the information that they receive about their children's development.
- Leaders can identify areas of strength as well as areas that they would like to develop. They are passionate about partnerships with parents. They encourage parents to participate in special events. They are supportive to staff and encourage them to share their views. Staff speak favourably about the support they receive.
- The special educational needs and/or disabilities coordinator (SENDCo) has a good understanding of each child's individual needs. Staff use advice from external professionals, to create individual plans for children. This supports all children to develop to their full potential.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review staffing arrangements to ensure that all children, especially those who are less confident, are supported to participate in activities
- consider ways to organise lunchtime routines to ensure that younger children experience less waiting times.

Setting details

Unique reference number	EY436827
Local authority	Hillingdon
Inspection number	10311818
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	200
Number of children on roll	93
Name of registered person	Arora, Sunita
Registered person unique reference number	RP901305
Telephone number	02087593482
Date of previous inspection	11 April 2018

Information about this early years setting

Littlebrook Nursery registered in 2011 and is located in Sipson, West Drayton. It is open each weekday from 7.15am to 6.30pm and operates all year round, except bank holidays. The provider receives funding to offer free early education for children aged two, three and four years. There are 13 members of staff. Of whom, ten holds relevant qualifications at levels 2 or 3.

Information about this inspection

Inspector

Emma Long

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 manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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