

Inspection of Little Georges

Feltham Community College, Browells Lane, FELTHAM, Middlesex TW13 7EF

Inspection date: 31 May 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

Staff settle children quickly into the safe and stimulating environment. Children develop strong relationships with the staff, especially their key person. This helps them to feel secure. Children are confident to ask for help. For example, they tell a staff member when there is a conflict over a toy and need help to resolve it. Staff model how to ask to take turns which helps children learn how to respect each other.

Children make good progress. The curriculum is well-balanced and stimulating. Staff know children well and use their interests to provide activities that help children develop in all areas of learning. For example, when children show an interest in collecting leaves in the garden, staff extend this by encouraging children to draw these and make leaf rubbings. This helps children explore the patterns and develops their mark-making skills.

Children are happy to devise their own games using the easily-accessible resources in the setting. For example, they pretend they are cooking pancakes and use a variety of items with the play dough to help with this. They choose to get out musical instruments and proudly use these to put on a show on the stage outside. They laugh with delight as staff playfully join in with their games and run around the garden.

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

- The management team have created a happy and collaborative culture. Staff say that their well-being is valued and they feel supported. The leadership team encourage staff to complete training. For example, training in risk and challenge play was cascaded to the team. This helps children to take risks in their play. Regular supervisions and peer observations help staff to reflect on their practice. However, there are times where staff practice is not consistent. For example, some staff teach incorrect phonic sounds.
- Staff have a clear idea of what they want children to learn and how to achieve their curriculum goals. They prioritise supporting children's independence and encourage children to try to do things for themselves. Staff provide opportunities in the routine for children to practise this. For example, children wash their cups and plates after snack time, dry them and put them away. This helps children to secure their independence skills.
- Staff help children to learn how to identify and manage their emotions. They explore how children are feeling and name this. This supports children's emotional development. Staff remind children of different ways to manage their emotions. For example, they suggest they take deep breaths or choose something fun to play with. This helps children learn to self-regulate.

- There is good support for children with special educational needs and/or disabilities (SEND). The special educational needs coordinator uses assessments to identify when children have gaps in their learning. There is effective partnership with parents and other professionals in creating tailored targets. This helps children with SEND to make good progress.
- Staff help children's oral hygiene through supervised toothbrushing that takes place twice a day. Children learn how to brush their teeth and get used to doing this as part of their routine. Staff also help parents register with local dentists. Parents state that this has helped their children learn the importance of oral hygiene and supports them with brushing their teeth at home.
- Children learn about how they are both similar and different to each other. Staff teach children about different cultures and family set ups. Staff encourage children to learn about each other's backgrounds and customs. For example, they create family books for each child, which children enjoy looking through and sharing with each other. This helps children to appreciate diversity and helps to prepare them for life in modern Britain.
- The setting works with local schools to help children experience smooth transitions when it is time to move on. They share information about the children with the school and invite them for visits to see the children in familiar surroundings. Staff share photographs of the new schools to help children become familiar with them. This supports children's move to school.

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:

- build on the arrangements for coaching and mentoring staff, to strengthen teaching skills so that all opportunities are used to extend learning experiences for children.

Setting details

Unique reference number	EY416157
Local authority	Hounslow
Inspection number	10351573
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	1 to 4
Total number of places	38
Number of children on roll	16
Name of registered person	Little Georges Ltd
Registered person unique reference number	RP530096
Telephone number	02088313049
Date of previous inspection	26 September 2018

Information about this early years setting

Little Georges registered in 2010. The nursery is open each weekday from 8am to 5pm and operates all year round. The provider receives funding to offer free early education for children aged two, three and four years. There are six members of staff, 5 of whom hold relevant early years qualifications at level 2 or above.

Information about this inspection

Inspector

Jenny Selvakumaran

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspector carried out joint observations of two activities with the manager.
- The inspector observed staff's practice and their engagement with children throughout 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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