

# The Little School Daycare

Inspection report for early years provision

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**Unique reference number** EY426749  
**Inspection date** 13/02/2012  
**Inspector** Maria Conroy

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

The Little School Daycare registered in 2011 and is one of two nurseries owned by a private provider. It operates from the converted Brentford Conservative Club, in Brentford, in the London Borough of Hounslow. A maximum of 33 children under eight years may attend at any one time; of these, 33 may be in the early years age range, and only three children may be aged two to three years at any one time. There are currently 53 children on roll. The setting is open each weekday from 8am to 6pm for 51 weeks of the year. Areas used include a large playroom. There is a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are nine members of staff who work directly with the children; of these, seven hold a relevant early years qualification and two are training towards a qualification. Additional support staff include a full-time cook and office staff. The nursery provides free early education for three- and four-year-old children. The nursery is able to support children who have special education needs and/or disabilities and those who speak English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The activities provided for children support learning through play; this helps children become confident and capable learners, who receive active support from motivated staff. Children are happy and settled and staff know their individual needs very well. Documentation and record keeping is well maintained, to help protect and safeguard children. The nursery demonstrates continuous improvement by devising and implementing action plans, which are consistently reviewed and updated. Partnerships with parents are positive and systems to liaise with other professionals supporting the children are generally effective.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further the systems in place to share relevant information with other settings children attend in order to ensure continuity and coherence in children's care and learning
- plan opportunities for children to learn in the local community, such as by walking to the local shops, to develop their sense of place.

## **The effectiveness of leadership and management of the early years provision**

Arrangements for safeguarding children are regularly reviewed; staff receive training to update their skills and knowledge. There are clear procedures in place that support staff's good practice. Recruitment procedures are robust and help to safeguard children. New staff and students take part in an induction on their arrival to familiarise them with the procedures and policies that underpin their practice. Security is robust; cameras enable office staff to monitor the nursery overall. All staff working with the children are suitably vetted and their photographs are displayed in the entrance hall along with their qualifications. The environment in which children are cared for and educated is safe and suitable. Staff undertake regular visual checks, in the form of risk assessments, on the areas used by children to help ensure it is hazard free.

The nursery regularly reviews its practice and works in partnership with local authority advisors. They have effective systems in place for monitoring the service they deliver, for example, by testing staff knowledge on the procedures they practice. Clear development plans are in place, which they work through to support good levels of continuous improvement. Appraisals identify staff training needs. The management encourage staff to attend regular training courses to update their skills and knowledge, which supports the development of the setting. The nursery has systems in place for seeking parents' and children's views of their service, thus informing them of areas for further development.

Staff get to know children very well as a number of them move up with children as they transfer to new rooms. Staff encourage children to learn about different cultures by planning activities around festival dates. For example, during Eid celebrations, children design patterns on paper hands they have cut out. A number of children speak English as an additional language; they are supported by staff who speak a number of different languages, use basic words parents and carers provide for them, or through sign language. This helps to include children with diverse needs.

The nursery has an interesting range of resources, which are of good quality and attractively presented to encourage children to investigate and explore. Staff use the resources well to promote children's learning and are skilled and experienced at asking questions to stimulate children's thinking. The play areas are enhanced by displays of pictures, signs and words that support children's language, literacy and numeracy skills. Children have regular opportunities to play both indoors and outdoors; however, there is less opportunity to use local external environments to support children's learning.

The nursery has positive relationships with parents that help staff meet each child's needs. The nursery seeks parents' views through the means of questionnaires and keeps them informed through notices and newsletters and a designated notice board in the hallway. Parents have the opportunity to take part in reviews during which staff inform them about their child's developmental progress and achievements. Staff talk to parents daily about their children's well-

being. The effective liaison with parents supports children's achievement, well-being and development. Parents comment, they feel confident in leaving their child at the nursery, due to the long-standing experienced staff, homely atmosphere and close bonds staff have with their children. The nursery is beginning to establish systems to exchange information with other settings providing the Early Years Foundation Stage that children attend; however, this process is not always successful.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a good knowledge of the learning and development and welfare requirements, which they use to promote strong outcomes for children. Staff undertake observations on the children and include children's interest in the planning of activities. They track and monitor children's progress towards the early learning goals. This helps staff identify children's learning needs and plan for any gaps in their progress.

Children develop language and literacy skills well. They enjoy listening to familiar stories and actively engage through staff's skilful use of exciting props. They problem solve during daily routines. For example, they do simple addition and subtraction when they count the number of boys and girls present, add them together and then compare with how many were in last week. Children show knowledge and understanding of the world as they learn about the people that help us, for example, the lollipop person, nurses and opticians. They investigate and work out how to use a variety of battery operated resources, such as telephones and globes, as they develop knowledge of how technology works. All of these activities support children in achieving the skills they will need for the future.

Children benefit from playing in a safe environment and the key person system, which enables them to have their needs met. Children learn to keep themselves safe through planned activities; for example, they become aware of road safety as they take part in role play and have the lollipop person come to visit. The children take part in regular fire drills so they know how to evacuate the building in the event of an emergency.

Most children show good awareness about what constitutes a healthy lifestyle and adopt good personal hygiene routines. Children brush their teeth and wash their hands during daily routines. They develop understanding of healthy eating as they eat freshly made meals, such as shepherd's pie with vegetables. Children engage in a wide range of physical activities, increasing their understanding about the importance of regular exercise. For example, they enjoy playing 'What's the time Mr Wolf?' as they run off squealing with excitement as their friends try to catch them. Children identify and manage suitable risks as they manoeuvre buggies and ride bikes without colliding. They enjoy making marks on the chalk boards in the garden area.

Children display a strong sense of belonging and security within the setting and all

appear settled and happy due to the effective routines in place. They are confident, show good levels of self-esteem and build strong relationships within the nursery with both the staff and their friends. Children enjoy being helpers during mealtimes, when they take responsibility for setting the table and counting how many chairs they need for their friends. Children's behaviour is good and staff praise children; for example, they sit nicely at circle time and listen to instructions.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

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