

Inspection date	5 January 2016
Previous inspection date	3 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide children with stimulating activities that challenge them well. All children, including those who are learning English as an additional language and those who have special educational needs, make good progress from their starting points.
- Staff offer lots of praise and encouragement at appropriate times. Children develop good levels of self-esteem. They play cooperatively and behaviour is good.
- Children have valuable opportunities to develop their independence. For instance, babies and younger children learn to feed themselves, and older children serve themselves meals and help to respect the environment as they tidy up.
- Partnerships with parents and other agencies are strong. The regular sharing of information provides consistency for children's care and learning.
- The provider and manager reflect on practice regularly to make positive improvements. They gain the views of staff, parents and children to drive improvements and to help maintain good standards and positive outcomes for children.

It is not yet outstanding because:

- Children do not always have enough opportunities to explore writing for different purposes, to further develop their literacy skills.
- Occasionally younger children do not have sufficient time to answer adults' questions, to fully promote their thinking skills.

What the setting needs to do to improve further

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

- provide younger children with appropriate time to answer questions and develop their thinking skills
- increase opportunities for children to write for different purposes, to further develop their literacy skills.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector spoke with parents, children and staff to gain their views.
- The inspector looked at children's records, policies and other documents.
- The inspector observed children and staff during play and carried out a joint observation with the provider.
- The inspector discussed the nursery's self-evaluation process.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff keep up to date with safeguarding training and have a clear understanding of how to report concerns about a child's welfare. Recruitment processes are robust. The provider and manager ensure staff receive regular mentoring and coaching. Staff attend regular training to guide improvements. For example, recent training has helped staff to promote children's positive behaviour. The provider ensures that children's progress is monitored effectively and they share their findings with parents. This ensures that parents are involved in their children's learning. Parents speak highly of the caring and approachable staff who support their children.

Quality of teaching, learning and assessment is good

Staff assess children's development effectively and skilfully plan for the next steps in children's learning. Children enjoy looking at books independently and with staff. Pre-school children learn the initial letter sounds in words through a variety of activities; for example, during group times they discuss the first letters of their names. Pre-school children are confident to talk with adults and their peers during group times, and babies and young children learn new words that staff repeat for them. Children have many opportunities to be creative. They use their imaginative skills well. For example, they pretend to be the shopkeeper and invite staff into their play. Staff encourage babies and young children to investigate and join in. For instance, they explore how ice and shaving foam feels. Children develop good early technology and mathematical skills. For example, they push buttons, match, sort and count during play.

Personal development, behaviour and welfare are good

Children form positive relationships with staff. Babies develop confidence as they explore the environment. Children enjoy time to follow their own interests and join in adult-led activities well. They learn about differences and to respect each other. For example, they discuss different cultures and costumes as they look at books with staff. There are good systems in place to help children learn about safety. For example, children gain a good awareness of hazards as they help staff to carry out risk assessments outdoors. Children take part in very good outdoor experiences that support their physical well-being effectively. They learn about good hygiene practices and leading healthy lifestyles. For example, they discuss healthy food with staff as they play with real fruits and vegetables.

Outcomes for children are good

All children make good progress in their learning. Babies and younger children gain confidence and so are ready to learn. Pre-school children develop the key skills they need in readiness for school.

Setting details

Unique reference number	EY416157
Local authority	Hounslow
Inspection number	832326
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	38
Number of children on roll	39
Name of provider	Little Georges Ltd
Date of previous inspection	3 February 2011
Telephone number	02088313049

Little Georges nursery registered in 2010 and is one of three nurseries owned by a private provider. It operates from the grounds of Feltham Community College in Feltham, in the London Borough of Hounslow. The nursery is open each weekday from 7.30am to 5.30pm, all year, except for bank holidays and one week at Christmas. There are 12 members of staff, of whom 11 hold appropriate early years qualifications; two at level 6, eight at level 3 and one at level 2. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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