

Inspection of Little Marvels Day Nursery (Brookside)

The Starburst Centre (Brookside), Perth Avenue, HAYES, Middlesex UB4 9LW

Inspection date: 25 September 2019

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

What is it like to attend this early years setting?

The provision is good

The nursery is a bright and welcoming environment for children to play and learn in. Staff routinely consult children regarding their individual preferences and incorporate them in the planning of activities. Leaders have thoughtfully considered what and how they want children to learn, building activities around chosen themes. At the time of the inspection, for example, the story of 'The Enormous Turnip' was the starting point for learning about different vegetables. Staff stimulated children's interests well by taking them on nature walks, providing opportunities to taste vegetables and printing with them during creative play. Children learned the names of unfamiliar vegetables through regular discussion, exploration and repeating words spoken by staff. Children enjoyed gathering fallen fruits outdoors as they play. They learned to count and use language of capacity, such as 'full' and 'nearly full', as they filled their baskets. Leaders provided older children with the opportunity to learn about people and communities through visits to charitable organisations to donate harvested vegetables. Children behave well as they explore outdoors. They have regular opportunities to play alongside children who attend the host school's nursery as they share the large, well-organised outdoor play area.

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

- Staff support children's language development well. They model effective speaking and listening and emphasise key words for children to repeat. For example, during small- and large-group activities, staff placed emphasis on the name of the day of the week or the colour and texture of vegetables.
- Leaders are committed to providing high-quality support for children with special educational needs and/or disabilities. They work closely with parents and external partners to obtain advice and information in order to understand children's individual needs. Leaders swiftly implement children's individual learning plans. Staff are well trained and use communication methods such as sign language to aid children's understanding. Partnerships with parents are strong. Parents say that they feel staff are supportive and approachable.
- Children enjoy the opportunities to develop their skills across the areas of learning. For example, outdoors they enjoy climbing, riding on toy scooters and trikes, and travelling through tunnels. Indoors they play diligently, for example threading pipe cleaners through colanders. Children learn to count out loud as they line up. The older and most able children are challenged further by number questions during adult-led activities. Children enjoy stories and learn to handle books correctly. They learn to recognise their names and form the letters in them. Younger children enjoy making meaningful marks and firmly handle tools for writing.
- Children form close bonds with caring key staff and are confident to leave their

parents and carers as they arrive. Children freely explore all areas of the nursery and make independent choices about their activities. Older children follow adults' instructions well. Adults recite the rules with children before activities begin to remind them of the expectations for behaviour. However, staff are inconsistent in the support they give to younger children to help them understand the difference between desirable and undesirable behaviour.

- Staff encourage children to be independent, including getting them to put on their coats in preparation for outdoor play. Children happily serve themselves and drink from open cups at snack time. They learn the importance of maintaining a healthy diet as they enjoy eating a range of fruit and vegetables.
- Leaders ensure that staff receive regular supervision and training. Managers ensure children's individual needs, staff experience and existing workload are considered when matching children to key persons. They are developing a programme of continuous professional development for staff to further enhance their knowledge and skills in childcare.
- Leaders know the areas of strength of the provision. The learning environment is strong and well planned to give children plenty of opportunities to enjoy the different linked activities. Leaders are keen to deepen parental involvement in children's learning. For example, they have plans for phonics workshops for parents to help support children's learning at home. Additional plans include a book loan scheme and literacy activity packs.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the signs that a child may be at risk of harm and are clear about the procedure to follow should they have any concerns. Leaders work together with the host school leaders to identify potential risks in connection with any emerging safeguarding concerns. They have plans in place to ensure children's safety is always maintained and risks to children are minimised.

What does the setting need to do to improve?

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

- promote a shared approach to behaviour management among the whole staff team, to support younger children's understanding of why some behaviour is undesirable.

Setting details

Unique reference number	EY540682
Local authority	Hillingdon
Inspection number	10089478
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 3
Total number of places	24
Number of children on roll	18
Name of registered person	Little Marvels Nursery Services Limited
Registered person unique reference number	RP536648
Telephone number	07487319616
Date of previous inspection	Not applicable

Information about this early years setting

Little Marvels Day Nursery (Brookside) registered in 2016. It operates within the grounds of Brookside Primary School, in Hayes, Middlesex. The nursery is open each weekday between 8.30am and 3.30pm, all year round. Children attend for morning and/or afternoon sessions. The nursery receives funding for the provision of free early education to children aged two and three years. Four staff work at the nursery, all of whom hold relevant qualifications at levels 2 and 3.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector spoke to parents and asked them for their views.
- The inspector held a joint observation of an activity with the manager to evaluate the quality of teaching and learning.
- The inspector spoke to staff and children at appropriate times.
- The inspector sampled a range of documents including child development records and the setting's policies and procedures.
- The inspector held a leadership discussion with the manager and leaders of the nursery.
- The inspector observed the quality of the interactions between staff and children.
- The inspector accompanied the manager on a tour of the premises to gain an understanding of the purpose of each area of the physical learning environment.

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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