

Inspection of The Little School Daycare Ltd

42-43 Boston Park Road, BRENTFORD, Middlesex TW8 9JF

Inspection date: 7 February 2020

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this friendly, highly inclusive and stimulating environment. Staff develop exceptionally strong and positive relationships with children. They skilfully build on each child's confidence through individually focused care. Children's natural curiosity and exploratory instincts are very well fostered. For example, children's fascination with the frost outside was captured and used to explore the themes of weather and changing seasons.

All children reach and surpass their goals in communication and language. Children with special educational needs and/or disabilities and those who speak English as an additional language make exceptional progress. For example, staff consistently use Makaton and flash cards to communicate key words. All staff are highly effective in their use of language to communicate with children. As a result, there has been significant progress in this area.

The manager uses additional funding to maximum effect to achieve the best possible outcomes for children. For example, sensory packs have significantly improved children's language development, comprehension and social interaction.

Children's behaviour is exemplary. Staff use their expertise to capture children's attention to engage them in thoughtful and courteous behaviour. For example, children remind their friends to use good manners and happily take turns when using outdoor play equipment.

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

- Leaders are passionate and inspirational. This culture is embedded throughout the setting. Leaders continually monitor the provision in order to make ongoing changes for improvement. They use regular feedback from parents, children and staff in order to offer the best service. For example, parents commented on struggling with children's dental hygiene at home. As a result, the setting now encourages all children to brush their teeth together after lunch, which has had a positive impact.
- Parents comment that they feel thoroughly involved in their children's care and learning. They speak extremely highly of the setting. For example, they receive thorough daily reports and attend highly successful parents' evenings with their child's key worker. Parents understand the purpose of the setting's curriculum and contribute to all observations and assessments.
- The longstanding staff team provide consistency for children. There is a strong focus on staff development and a robust programme of training to develop subject knowledge. Staff speak enthusiastically of training they have recently attended and the positive impact that this has had on teaching. For example,

training in 'Helicopter Stories' has greatly supported children's confidence, language skills, and ability to work cooperatively.

- Children are confident, enthusiastic learners who are happy to try new challenges. They develop confidence by being given responsibilities such as 'class room helper'. Times of transition between settings and rooms are managed extremely sensitively and are thoroughly tailored to each child. This further supports children's resilience and confidence.
- Children have numerous opportunities to be active. They have access to an extensively resourced outdoor learning area which is used in all weathers. This is an exciting space, with resources for climbing, balancing and building. Children's interest in the natural world is fostered; for example, they excitedly explore the 'bug hotel'. Children develop an understanding of the importance of leading a healthy lifestyle. For instance, children plant fruit and vegetables which they help to care for, harvest and eat.
- Children frequently learn about the diverse community they live in. Children visit community services, such as a local care home for the elderly. Children also help to fundraise for local charities. Community services, such as dentists and opticians, are invited into the setting to talk to the children. This learning is extended into role play, as children dress up as different professions. Older children use clocks to set appointment times, as they recognise different numbers and understand number sequence. Younger children practise mark making as they write prescriptions.
- All staff are inspirational teachers. They are energetic and creative in their approach, which holds children's interest and attention. For example, children sing counting songs and rhymes and staff use props to pose challenges. Older children show pride as they master early mathematics skills of addition, subtraction and division.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff keep their safeguarding knowledge up to date. All staff complete relevant training and discuss safeguarding issues in staff meetings and supervision. Staff have an excellent and thorough understanding of how to deal with concerns about children's welfare. They are very familiar with the escalation policy and procedures for reporting allegations. Staff have an exceptional understanding of signs that may indicate that children are at risk of harm, both within the setting and within the wider community. For example, they are aware of their responsibilities to alert the local authority to private fostering arrangements.

Setting details

Unique reference number	EY426749
Local authority	Hounslow
Inspection number	10128504
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	90
Number of children on roll	108
Name of registered person	The Little School Daycare Ltd
Registered person unique reference number	RP523895
Telephone number	02085 684 447
Date of previous inspection	10 March 2015

Information about this early years setting

The Little School Daycare registered in 2011. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are 20 members of staff, of whom 11 hold relevant qualifications between level 2 and level 6. The nursery receives funding to provide free early education for children aged three and four.

Information about this inspection

Inspector
Claire Hunt

Inspection activities

- The inspector went on a learning walk around the setting with the nursery manager.
- The inspector spoke with staff at appropriate times during the inspection and observed the quality of teaching, both indoors and outside.
- The manager and the inspector carried out a joint observation and evaluation of an activity which followed children's interests.
- Various documents were reviewed by the inspector, including evidence of staff suitability, children's records and assessment documentation, and records of children's learning.
- The inspector spoke with parents and children, and took account of their views of the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020