

Inspection of Little Avanti Stanmore

Stanmore Recreation Ground, Stanmore Hill, Stanmore, Middlesex HA7 3BJ

Inspection date: 28 July 2022

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

Children are at the heart of this welcoming setting. They play and learn in a happy and vibrant environment. The exciting activities are thoughtfully planned and highly adaptable, to support children of different ages in all areas of their learning. Children show that they feel confident and relaxed in the setting. They make choices from the activities and resources and show positive attitudes to learning. For example, children concentrate and show attention to detail as they draw maps. They display their active imaginations as they discuss the places and features in their maps. Older children demonstrate progression in their learning, as they practise writing their names on their pictures. They are proud and happy to show them to staff.

Children develop close and caring bonds with the attentive staff. They receive lots of praise and encouragement. This boosts their self-esteem and supports them to engage in the activities. Children respond positively to the high expectations of staff. They listen well, follow the routines and understand the boundaries for behaviour. Children play harmoniously together. Older children develop firm friendships and play cooperatively with their peers. Children learn to be independent with their personal care. They enjoy being helpful and assist staff with tasks, such as laying the tables at lunchtime.

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

- The manager has a clear vision of how to provide high-quality care and education. She and the staff strive to create a supportive and inclusive environment. They value children's unique characteristics and ensure that the environment and resources reflect their previous experiences. For example, they provide dual-language books, so that children can enjoy their favourite stories in their home languages.
- Staff's morale is very good. They feel valued and know the manager welcomes their ideas and suggestions. Staff speak with enthusiasm about recent training and its positive impact on children's learning. For example, they have broadened the opportunities for children to experiment with making marks, which has greatly enhanced children's enthusiasm for writing.
- The support for children with special educational needs and/or disabilities (SEND) is very effective. Staff who take a lead in this are knowledgeable about children's individual needs and manage these in a positive way. Staff work in partnership with parents and other professionals to provide targeted support and close any gaps in children's learning. Therefore, all children, including those who receive funding, make good progress.
- Teaching is of a high quality. For example, as children play in their pretend shop, staff support their social interactions, teach them new words and extend

their understanding of numbers. However, staff do not always promote children's problem-solving skills as effectively as possible, when tasks become difficult or challenging.

- Staff support children's communication and language skills well. For example, they model speech and introduce new words. Staff recognise when to simplify their language and when children will benefit from using visual aids, to enhance their understanding. This helps all children, including children with SEND and those who speak English as an additional language, to become confident and effective communicators.
- Children display consistently high levels of engagement and enthusiasm as they learn and play. They enjoy a wide range of sensory experiences, which help them to develop their understanding of the world. For instance, toddlers discover the taste, smell and feel of fresh fruit and vegetables, as they 'cook' in their outdoor kitchen. Older children use their curiosity to mix 'potions'. They experiment by adding crushed chalk, mud and water, to change the colour and consistency.
- Children benefit from spending lots of time playing outdoors, which promotes their physical health and well-being. They enjoy lots of exciting and engaging opportunities to develop their large- and small-muscle movements. For example, children learn to pedal and steer tricycles, dig in sand and build with large construction materials. This helps them to develop good strength and coordination.
- Parents speak highly of the setting and staff. They say that their children are happy and excited to attend. Parents value the setting's commitment to promoting healthy lifestyles for children. They say that staff keep them well informed about their child's daily experiences at the setting. This includes details of their care and photographs of their play, which are provided via an online app.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguard children. They complete safeguarding training and regularly review safeguarding matters. Staff know how to recognise the signs of neglect and abuse. They understand the wide range of risks that children may face, such as exposure to extreme views or domestic abuse. They are confident about what to do if they have a concern about a child's welfare or the conduct of a colleague. The manager and provider follow robust recruitment processes, to help ensure staff are suitable. Staff assess the environment to remove and reduce any potential hazards.

What does the setting need to do to improve?

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

- help staff to further develop their teaching skills, to provide a more consistent approach to supporting children's problem-solving skills

Setting details

Unique reference number	2519633
Local authority	Harrow
Inspection number	10207996
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	2 to 4
Total number of places	34
Number of children on roll	40
Name of registered person	Avanti Education Limited
Registered person unique reference number	2519632
Telephone number	07769554911
Date of previous inspection	Not applicable

Information about this early years setting

Little Avanti Stanmore registered in 2019. The setting is situated in the London Borough of Harrow. It operates Monday to Friday, from 8am to 6pm, all year round. The provider employs six staff to work with children. All staff have an early years qualification at level 6 or level 3. The setting offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager showed the inspector around the premises used for childcare, explained the curriculum and how the provision is organised to support children's learning.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- The manager ensured that relevant documents were available for the inspector to view. This included staff's suitability checks and paediatric first-aid certificates.
- The inspector spoke with parents, staff and children at appropriate times throughout the inspection, to assess their views and experiences.
- The manager met with the inspector to discuss leadership issues, such as recruitment and staff supervision.

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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