

Inspection of Little Aisha Nursery

St. Patricks Rc Church, Hardie Close, London NW10 0UH

Inspection date: 9 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The provider and his management team have worked tirelessly to initiate improvements to raise the quality of provision since the last inspection. Staff training, support and supervision have been prioritised. The impact can be seen in the good quality of care and learning experiences available to children. Staff are clear about their roles in supporting children's individual learning needs. Staff have high expectations for all children and work closely with outside professionals and parents. This helps to ensure all children, including those with special educational needs and/or disabilities, receive the support they need to make good progress.

Children arrive happy to nursery. They immediately settle as they are greeted by friendly staff. They demonstrate that they feel safe and secure. This is because they quickly focus on their play, even though they see their parents staying to speak with the inspector. Children enjoy participating in the many stimulating learning experiences that have been planned around their interests. They are confident in their engagement within both adult-led and self-initiated learning experiences.

Children are making good progress in their communication skills, which is confirmed by many parents. Children behave well, and learn to develop kind and respectful behaviour. For example, staff effectively teach younger children how to use gentle hands; they use hand puppets to demonstrate how they can be kind to each other. Children show they understand as they stroke the puppets gently.

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

- Managers demonstrate a good knowledge and understanding of child development. They have a clear vision and oversight of the curriculum. They continually monitor staff practice to ensure learning intentions are tailored to meet children's individual needs. For example, managers have ensured that the needs of the local community have been covered within the curriculum. This includes due focus on promoting children's good oral health and teaching them about the importance of healthy eating.
- Children are excited to engage in practical learning experiences as they are taught how to brush teeth effectively. They use real toothbrushes to clean pretend teeth. Staff are close by to teach children why this practice is important to their good oral health.
- Children gain valuable skills and knowledge as they help to peel and chop their own healthy snacks. They know that eating vegetables and fruit is good for their health. The focus on teaching healthy lifestyles is planned by staff within the outdoor curriculum. Children are encouraged to be active and to develop their physical skills and coordination. Children respond well to this and confidently ride

bikes, climb on apparatus and balance on equipment.

- Children's communication and language skills are supported well by staff through both planned and impromptu story times. Younger children enjoy exploring the textures of items in sensory books. They are delighted to listen to staff sing with puppets, which supports their enjoyment and concentration skills.
- Older children are excited to use magnifying glasses to observe natural objects such as twigs, leaves and conkers. Staff encourage children to express what the different objects feel like. However, at times, staff do not always give children sufficient time to respond to questions, and they are too quick to offer their own descriptive words.
- Staff plan exciting learning opportunities that sustain children's interests. For example, children are excited to learn new words such as volcano and lava as they learn about the world in which dinosaurs lived. They are excited to fill the volcano with gloop and clearly want to pursue this experience further. However, staff do not always give children time to consolidate their learning. This is because they are focused on introducing new learning intentions rather than supporting children's current interest.
- Children feel a sense of belonging as they observe their photographs within the nursery. Their home languages are valued as staff work with parents to gather key words to use with children. Parents express they are very happy with the progress their children are making. They say staff communicate with them well and that they are kept up to date about their child's development. Parents comment that their children are always happy to attend nursery, as they have developed secure attachments with their key person.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure all staff have a good understanding of the nursery's safeguarding policies and procedures. Staff receive regular safeguarding training and demonstrate confidence in carrying out their roles and responsibilities to keep children safe. Managers implement effective recruitment procedures to help ensure staff are suitable to work with children. Children are kept safe, as staff continually risk assess the environment. Staff teach children how to keep safe. For example, they talk to children about the dangers of putting items into their mouths. Children are responsive as they confirm that they know conkers are not food.

What does the setting need to do to improve?

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

- strengthen teaching skills so that staff consistently give children time to respond to questions and to have the time to consolidate their learning and follow their interests.

Setting details

Unique reference number	2617799
Local authority	Brent
Inspection number	10262778
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	70
Number of children on roll	49
Name of registered person	Amaa Education Limited
Registered person unique reference number	2617798
Telephone number	0208 451 4200
Date of previous inspection	27 October 2022

Information about this early years setting

Little Aisha Nursery registered in 2020 and is based in Neasden, in the London Borough of Brent. The nursery is open from Monday to Friday, all year round. Sessions are from 7am to 7pm. The nursery employs 11 members of staff. Of these, 10 hold early years qualifications from level 3 to level 6. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is in receipt of early years pupil premium funding.

Information about this inspection

Inspector

Siobhan O'Callaghan

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and out in the garden, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations separately with both managers. These included observations of planned learning experiences, both inside and outside. A joint observation was also carried out during the lunchtime routine.
- The inspector spoke to many parents during the inspection and took account of their views.
- The manager shared with the inspector how they monitor the safety and suitability of the premises, including hygiene procedures.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

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