

# Little People of Fulham

Little People of Fulham, 250a Lillie Road, LONDON, SW6 7PX

<b>Inspection date</b>	19/09/2012
Previous inspection date	06/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have a good understanding of how young children learn and use this effectively to promote children's all-round learning and development. As a result children are making good progress towards the early learning goals.
- Support for children with special educational needs and/or disabilities is strong, ensuring all children are fully included and progress well from their individual starting points.
- The manager carries out regular performance monitoring of the staff and all staff have lots of opportunities to further their knowledge and skills through training and further education
- Staff are good role models and are deployed well to provide good levels of supervision and support for children and also to encourage positive behaviour
- Children are happy and eager to learn due to the well planned activities used to enhance their learning and development.

### It is not yet outstanding because

- Children become restless during mealtimes because of the long periods of waiting between courses. Also children have limited opportunities at mealtimes to further develop their independence skills, for example, by practising pouring their own drinks.
- Although staff use open-ended questions during activities with the children, these do not always extend and challenge children's language skills.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the four play rooms
- The inspector completed a joint observation with the manager in the toddler room
- The inspector looked at the children's profiles and planning.  
The inspector checked evidence of suitability and qualifications of practitioners
- working with children, the provider's self-evaluation form and a selection of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parental questionnaires.

## Inspector

Rebecca Hurst

## Full Report

### Information about the setting

Little People of Fulham is one of three nurseries run by Little People Nurseries Limited. It opened in 1997 and was re-registered in 2008 due to a change in the name of the

company. The nursery is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The nursery is located in a converted church hall in Fulham in the London Borough of Hammersmith and Fulham. Access to the building is level and rooms for babies and younger toddlers are on the ground floor. Rooms for older toddlers and three and four year olds are on the upper floor which is reached by stairs. All children share access to an enclosed outdoor play area.

The nursery is open each weekday from 7.30am to 6.30pm for 50 weeks of the year. Children come from the local and wider community. The nursery currently supports children with special educational needs and/or disabilities, and also supports several children who are learning English as an additional language. There are currently 106 children on roll and they are all in the early years age range.

The nursery employs 29 staff and the majority of them, including the manager, hold appropriate early years qualifications. There are four members of staff who are working towards relevant qualifications. The nursery has a qualified teacher.

The nursery blends the Montessori method of teaching with the Early Years Foundation Stage based on learning through play. There are additional activities of baby massage, ballet, French, Yoga, football and swimming dependent upon children's ages.

### **What the setting needs to do to improve further**

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

- support children's language development further by helping children expand on what they say, introducing new words and the use of more complex sentences.
- improve the organisation of meal times to reduce time spent waiting between courses and further support children's developing self-care by allowing children to pour their own drinks

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are happy and settled. Staff have a good understanding of how children learn and develop and use this to plan successful activities that help children to make good progress towards the early learning goals. Targets set for children with special educational needs and/or disabilities are clear and all staff are fully aware of their roles in providing the necessary support to aid their progress. The staff's knowledge and understanding of children with special educational needs and/or disabilities is their key strength. They work

closely with other agencies caring for the children to bring about the best possible outcomes for them.

Observation and assessment systems are thorough and information gathered about children's interests and abilities is used to plan for the next steps in their learning. Children are progressing well in their communication and language development. They are keen talkers and staff listen to what the children have to say with interest. Although staff use open-ended questions to encourage children's language and thinking they do not often use descriptive words to provide greater challenge and introduce new vocabulary and the use of more complex sentences. Makaton sign language is used well to support children who find verbal communication difficult. Children of all ages enjoy opportunities to explore and investigate their environment. They snuggle up with staff to listen to stories and show interest in using books themselves. They join in counting activities and develop mathematical awareness with staff support, as they go about their play. Role play is popular and children use their imaginations enthusiastically as they dress up and pretend to be doctors and nurses. They are developing confidence in using information and communication technology and are acquiring skills that prepare them for the next stage of their learning.

### **The contribution of the early years provision to the well-being of children**

Children move around the setting safely and securely. Robust risk assessments are completed to help ensure children are cared for in a safe environment. Children relate well to their key carers, seeking cuddles of reassurance when needed. This builds on the children's self esteem and their confidence. The key carers know the children well and plan successfully to meet their individual care and learning needs.

Staff take time to talk to the children about the importance of sharing and being kind to each other. Staff get down to the children's level to talk to them and explain behavioural expectations at a level they can understand. Given the children's ages and stages of development they are well behaved.

Resources both inside and out are used well to enhance the children's learning and development. Staff communicate well with each other so they are fully aware of the children's routines and their likes and dislikes. Staff use this to help children to settle well initially and when they move into new age group rooms. They complete transition forms so the children's new key carers are fully aware of their stages of learning and development.

Parents report that they feel supported by staff when their children transfer between rooms and staff take their time to give detailed feedback on how their children have been during the day.

Children enjoy freshly prepared healthy meals that meet their special dietary requirements. Staff sit with the children at meal times and talk to them about what they are having and how the vegetables are good for them. Currently routines in the older

children's rooms mean they are sitting for long periods between courses and as a result children become restless. Children are learning about portion control by serving themselves their meals. When children are pouring their own drinks, the jugs are too full to allow the children to attempt this without spilling drinks or staff having to hold it due to the weight. This affects their ability to complete this task independently.

Children enjoy ballet lessons and moving in time to music. Staff sit with the children and aid the less able children with their movements. Children have plenty of opportunities through the extra lessons available and the well resourced outside play areas for them to enhance their physical development. Children within the Montessori room are able to enhance their physical development further through the life skills activities provided.

### **The effectiveness of the leadership and management of the early years provision**

Both the provider and the manager monitor the setting well. They take time to observe the staff and feedback to them for their own professional development. Staff have plenty of opportunities to enhance their knowledge of childcare practices by completing ongoing in-house training and further education courses. The manager is proactive in encouraging staff to enhance their qualifications. The management recognise the benefits of staff personal development on the quality of provision for children.

Staff have a good understanding of child protection matters and how to safeguard the welfare of children in their care. Clear guidelines are in place and staff understand what to do if they have any concerns about a child. The management includes all staff, parents and children's views within the self-evaluation process. Their views are used to shape the services it provides for them. Self-evaluation successfully identifies strengths and weaknesses in the provision and the provider and manager have well-targeted plans for future improvement.

There are clear and established relationships with other agencies who share in the care of children attending. Staff attend regular meetings to set targets for children with individual education plans and feedback the progress these children are making. These relationships are a key strength for the setting. Staff work well with the parents and they attend regular parents evenings to discuss the progress their children are making. Daily two-way communication with parents enables the staff to find out how the children have been at home and they pass on relevant information to the parents about their children's activities and progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY373235
<b>Local authority</b>	Hammersmith & Fulham

<b>Inspection number</b>	882774
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	0
<b>Name of provider</b>	Little People Nurseries Ltd
<b>Date of previous inspection</b>	06/11/2008
<b>Telephone number</b>	020 7386 0006

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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