

# Fabulous Tots Nursery

12 Arnott Close, LONDON SE28 8BG



<b>Inspection date</b>	25 April 2019
Previous inspection date	7 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Since the previous inspection, the managers have a clear development plan. They work in partnership with the local authority to review all aspects of the provision. As a result, there have been good improvements.
- Parents are complimentary about the nursery. They comment that their children are happy and secure. They are pleased with the progress their children are making.
- The managers meet regularly with staff to support their professional development. They gather feedback from parents, staff and children. This helps to raise the quality of teaching and learning.
- Children are active learners in a stimulating environment. For example, young children develop their small-muscle skills when they use real pasta and tweezers in the home corner. Children develop skills for the next stage in their learning.
- Young children form strong attachments in a secure environment. Behaviour is good. Children play cooperatively and learn to respect each other and take turns.
- Children have the opportunity to explore sensory activities that stimulate their learning. This is evident when they explore textures as they play outside with coloured wet spaghetti.
- Staff provide a wide range of resources inside and outside. They complete observations and assessments, to learn about children's interests and plan appropriate next steps.
- Although partnerships with parents are good, the new key-person system is not yet fully embedded. Therefore, precise information is not always shared with parents about the next stage of children's learning.
- Occasionally, staff do not organise the group activities they provide for children as effectively as possible in order to extend individual learning to an even higher level.

## What the setting needs to do to improve further

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

- ensure the key person shares precise information about children's learning with parents
- review how staff plan age-appropriate group activities to support and extend children's learning and improve outcomes for all children.

### Inspection activities

- The inspector spoke to parents and took account of their views.
- The inspector spoke with the managers, children and staff throughout the inspection.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the managers. She looked at relevant documents and checked evidence of the suitability of staff.

#### Inspector

Angela Colman

## Inspection findings

### Effectiveness of leadership and management is good

Managers have high expectations. They review their recent training and make appropriate changes which have a positive impact on the support individual staff receive. The managers and staff team work well together to meet children's needs. Staff have opportunities to continue their professional development. They have regular staff meetings and supervision. Managers share information to ensure staff and children know how to respond in the case of an emergency. For example, they review their lockdown policy, to keep children safe at all times. Safeguarding is effective. Staff have a thorough knowledge of the possible signs of abuse and know the procedure to follow if they have concerns about the welfare of a child. An effective monitoring system ensures that staff document each child's progress. Managers review children's development and implement strategies to help close gaps in children's learning.

### Quality of teaching, learning and assessment is good

Staff effectively support children who are learning English as an additional language. For example, they learn simple words which staff and children confidently use during the daily routine. This is demonstrated when older children point out the letter 'w' and teach staff how to say 'watermelon' in Italian. Staff skilfully question children and support them to develop their communication and language skills. For instance, during circle time, staff ask questions about the weather and days of the week. Children develop their mathematical skills as they melt ice cubes outside in the garden. They learn words such as 'melting' and 'defrosting'. Young children enjoy making animal sounds as they find puzzle pieces.

### Personal development, behaviour and welfare are good

Children have the opportunity to learn and respect each other's differences. They explore different families and the wider world. Parents give feedback about menus. For example, older children dress up and try a wide range of food from different countries. Children spend time outside each day in all weathers. They have access to fresh air and exercise. Young children develop their physical skills as they confidently use climbing frames and slides. Children understand the benefits of a healthy lifestyle. They serve themselves healthy meals and snacks and are eager to wash their hands before eating. Staff support children well during imaginary play. Children learn how to keep themselves safe. For example, children know what to do when they pretend to make food too hot. They enjoy applying first aid and engaging with staff during their play. Children are emotionally well prepared for the next stage in their learning.

### Outcomes for children are good

Older children confidently recognise letters and write their name. Staff effectively support young children and those with special education needs and/or disabilities (SEND) to manage tasks for themselves. For example, they are able to put on their coats and shoes. They develop their physical skills as they manage the steps which have been highlighted in yellow to help them navigate their way around to the outside space. All children, including those with SEND, those in receipt of additional funding and those who speak English as an additional language, progress well in readiness for starting school.

## Setting details

<b>Unique reference number</b>	EY500251
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10085008
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Fabulous Tots Limited
<b>Registered person unique reference number</b>	RP906462
<b>Date of previous inspection</b>	7 June 2018
<b>Telephone number</b>	07878554042

Fabulous Tots Nursery registered in 2016 and is based in the Thamesmead area of London. The setting is open Monday to Friday from 8am to 6pm. There are eight members of staff, including the manager. Of these, six staff hold a childcare qualification at level 2 or above, one holds a level 5 and one holds a level 6. The nursery provides funded early years education for two-, three- and four-year-old children.

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