

The Madisson House - Fulham

726 Fulham Road, London SW6 5SF



Inspection date	15 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The provider does not ensure that all staff know the safeguarding policies and procedures to help protect children from harm. For example, some staff do not know how to recognise signs that might indicate that a child may be at risk of abuse or radicalisation. This is a breach of welfare requirements.
- Self-evaluation is not fully effective. The manager does not actively reflect on her practice and identify breaches of requirements.
- The monitoring of staff performance does not sharply focus on raising the quality of teaching to the highest level.

It has the following strengths

- All staff know the children well. They identify what children know and can do, and can talk about the progress that children make from their starting points. Staff identify appropriate next steps for children to work on. This helps all children, including those who speak English as an additional language, to make good progress.
- The setting provides a range of appropriately challenging learning opportunities for children. For example, children develop their physical skills and learn to climb play equipment. They experiment making marks with chalk, and can form letters, and know their sounds.
- Staff manage children's behaviour effectively. They encourage children to challenge themselves, and provide lots of praise and encouragement for their efforts. Children are well behaved.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff receive appropriate safeguarding training and understand the safeguarding policy and procedures, including knowing about the 'Prevent' duty, so they recognise signs that may indicate any child protection concerns.	17/06/2019

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

- improve the effectiveness of self-evaluation and help to identify and address areas for improvement
- support staff to undertake appropriate training and professional development to ensure they offer quality learning and development experiences for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held meetings with the manager and provider. They looked at relevant documentation, and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection, and took account of their views.

Inspector

Sandra Teacher

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective, overall. While some staff do not fully understand the possible signs that a child is at risk, and have not received full induction training, they are never left unattended with a child, and work closely with more-experienced staff members. The provider does not always give sufficient support to help staff to understand their roles and responsibilities to promote children's welfare. Staff carry out risk assessments daily to ensure that the premises are safe and secure for children. For example, they remove hazards, and conduct regular evacuation practices so that children know what to do in the event of an emergency. The provider and staff establish positive relationships with parents, and the provider understands how to deal with complaints. Staff exchange information with parents about their child's care through daily discussions, newsletters and displays. Parents are encouraged to share their views about the service, and staff seek the views of children when deciding which toys to buy.

Quality of teaching, learning and assessment is good

Staff carry out regular observations and assessments of children's learning to help them plan for children's next steps in learning. Staff encourage younger babies' understanding of the world around them. For instance, babies smile with pleasure, and look around the room with interest. Staff support children's understanding of creativity well. For example, children explore growing beans, and know what might be needed to help them grow best. Staff help develop children's awareness of mathematics effectively. For example, children enjoy and count how many beats they complete when playing on the drums. Younger children explore and experiment with different materials through sensory exploration, such as rice, beans and pasta in trays of flour. Staff help develop younger babies' language and communication skills well. For instance, babies play hide and seek games, and enjoy singing familiar nursery songs with staff.

Personal development, behaviour and welfare require improvement

The weaknesses with regard to some aspects of staff training and induction demonstrate that the provider does not have fully effective procedures in place to ensure children's welfare. However, staff build close bonds with children, who thrive in the warm and welcoming setting. Staff are good role models, and create a positive environment where children learn and develop. Staff support children's understanding of behaviour well. For example, staff set consistent boundaries and help children to manage everyday situations. Staff encourage children to respect and celebrate the differences in each other effectively. For instance, children celebrate different cultural festivals, and enjoy diversity 'dress up' days. Staff support children's understanding of good hygiene routines effectively. For example, children attend to their personal needs independently.

Outcomes for children are good

Children are well prepared for their next stage in learning, including school. Younger babies enjoy looking at books with adults, and handle books with interest. Older children listen to stories with increasing attention. Younger children develop an awareness of number names as they sing number songs. Older children begin to make comparisons between quantities and recognise numbers beyond 10.

Setting details

Unique reference number	EY538633
Local authority	Hammersmith & Fulham
Inspection number	10089981
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	60
Number of children on roll	60
Name of registered person	Pallisade Early Education Ltd
Registered person unique reference number	RP538632
Date of previous inspection	Not applicable
Telephone number	07593623596

The Madisson House - Fulham registered in 2016, and is in the London Borough of Hammersmith and Fulham. The setting is open from 8am to 6pm on Monday to Friday, excluding bank holidays and one week over the Christmas holiday. It employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and four hold qualifications at level 3. The setting provides funded early education for two-, three- and four-year-old children.

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.

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