

Inspection of Little Fellows Day Nursery

Unit 5 Fellows Square, Sanderson Building, Wilkinson Close, Cricklewood, London
NW2 6GR

Inspection date: 18 June 2021

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children do not make adequate progress in their learning and development. They do not engage consistently in purposeful play and activities that challenge their learning and development fully. The nursery environment is disorganised, and resources are limited, which results in children's learning opportunities being hindered. The quality of practice among the staff team to support children with learning is variable. At times, activities for children do not support their learning and children quickly become bored and lose interest. This slows the progress children make in their learning. Not all staff are confident in their abilities to teach children and support their future learning.

Children have positive relationships with staff and parents are happy with the provision offered to their children, however, significant staffing difficulties have a heavy impact on the quality of care and learning for children. Furthermore, parents are not always kept informed about their child's progress and development by their key person. Children are not well prepared for starting school when they leave nursery. Weaknesses in teaching mean not all children develop good skills in listening, developing independence and following instructions. For example, the inspector noted that during some group time, such as lunchtime, children's behaviour is poor and sometimes disruptive as they lose interest quickly. Some children, including those who speak English as an additional language, are not consistently supported by staff, even when some staff speak the same language as these children. As a result, children do not progress in their speech and language development as well as they could. Children have limited access to outdoor play. Suitable arrangements are not yet established so that children are able to enjoy regular opportunities to enjoy physical play outside, to support the development of their physical skills.

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

- The provider and manager have failed to implement a well-designed curriculum that takes into account children's individual needs. They have also failed to ensure that staff observe and assess children's achievements regularly. Staff lack the knowledge and understanding of how to accurately assess children's achievements to identify gaps in their learning.
- The provider understands the weaknesses in some areas of provision and is working with staff to identify areas for improvement, such as purchasing more resources for younger children. However, resources for pre-school children are extremely limited.
- The manager does not have effective systems in place to monitor that staff are carrying out their roles effectively and ensuring that the quality of their teaching is improving children's progress. Arrangements for supervision and support for

staff practice are weak.

- Leaders and managers do not reflect accurately enough on the quality of the nursery, in order to identify and address weaknesses with the provision.
- Systems for observation, assessment and planning are weak, and staff do not know what children's next steps are or how to link this to the planning of activities. Staff do not have high enough expectations of children so that they can progress to their next stage of development.
- Parents speak positively about the nursery and value the relationships they develop with the welcoming, friendly staff team.
- Staff do not manage children's behaviour well enough; clear and consistent methods used to support children are not evident. As a result, children do not learn how to behave well.
- Staff who speak the same languages as children who speak English as an additional language are a valuable asset. However, not all staff use effective ways to engage children to develop positive language skills through a range of methods, such as gestures and pictorial aids.
- The role of the key person is not fully established. Staff do not gain enough information about children when they start to be able to plan for their needs and interests and monitor the progress they make. Some parents report that practitioners tell them about their child's care needs but do not update them about their child's next steps in learning and whether they are progressing in all areas of their development. This limits the opportunity for parents to support their children's learning at home.
- Children who are moving on to school are not fully supported to get ready for this transition. The importance of introducing more activities to get children ready for when they start school, increasing their confidence and independence, has not been fully recognised by staff.
- Opportunities for children to explore and play outside are not good enough. Children do not have ample opportunity to be outdoors and be physically active in the fresh air.
- The provider's recruitment procedures for new staff are weak, which results in the manager not carrying out all required vetting processes. This compromises children's safety and welfare.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have a suitable understanding of child protection and wider safeguarding issues. They have undergone online training to help ensure they know the signs and symptoms, which could indicate a child is at risk of harm. However, there are weaknesses in the nursery systems to demonstrate the suitability of all staff; these were not clearly evident. Documents that should be held in the nursery about this process were not available for inspection. This means the suitability of some staff working with children is not assured.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide children with consistently challenging and enjoyable learning experiences which cover all seven areas of learning to ensure they make good progress in relation to their starting points	30/07/2021
ensure staff regularly observe children to identify children's individual level of achievements and their interests and use this information to accurately assess children's progress and plan for what they need to learn next	30/07/2021
improve the range of resources, particularly for pre-school children, to ensure that they are fully engaged and stimulated to learn	30/07/2021
ensure staff manage children's behaviour effectively and provide children with clearer messages of what is expected of them	30/07/2021
ensure relationships with parents are effective in sharing information and communicating children's progress	30/07/2021
ensure that robust procedures are in place for recruitment, including detailed records about staff qualifications, references and vetting processes, to ensure that staff are suitable to work with children	30/07/2021
provide opportunities for children to access fresh air and regular outdoor play	30/07/2021
provide opportunities for more-able children and those who speak English as an additional language to be highly challenged during activities	30/07/2021

improve the transition arrangements for children moving on to school so that children are well prepared	30/07/2021
ensure staff receive appropriate support, monitoring and coaching to raise the quality of teaching to at least a good level.	30/07/2021

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

- make sure the required progress check for all children between the ages of two and three years is available, and that staff understand the purpose of this assessment.

Setting details

Unique reference number	2568538
Local authority	Barnet
Inspection number	10195372
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	30
Number of children on roll	30
Name of registered person	Little Fellows Limited
Registered person unique reference number	2568537
Telephone number	07484074909
Date of previous inspection	Not applicable

Information about this early years setting

Little Fellows Day Nursery registered in September 2020. It is located on the ground floor of a block of flats within a residential housing development. It is situated in the area of Cricklewood, in the London Borough of Barnet. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Maher

Inspection activities

- This was the first routine inspection that the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of this with the provider and has taken into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment process, following information received about the provider.
- The inspector spoke with staff and children during the inspection.
- The inspector sampled evidence of staff suitability and qualifications.
- Parents' views were obtained on the service the nursery provides.

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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