

# Inspection of Henry Fawcett Community Nursery

Henry Fawcett Primary School, Clayton Street, London SE11 5BZ

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Inspection date: 8 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive in a loving and caring environment. They form close bonds with their key persons, are settled and enjoy their time at the setting. Children learn from their positive interactions with the staff, who have high ambitions for children's achievements. They motivate them through praise and encouragement.

Young children have opportunities to explore, using all their senses. They are encouraged to use their imagination and dip small-world vehicles in paint, and make tracks on paper. Toddlers build on their problem-solving skills. For example, when they use a pan and brush to tidy up sand from the floor, they tap the sand to compact it and make space to collect more. Older children learn to use their observations from the real world to create ideas for their play. For example, they make an aeroplane with construction material and add details, such as the wings.

Children feel safe and are motivated to be physically active. For example, young children learn to climb up and down a small slope, and toddlers dig with a small spade to look for worms in the garden. Children who speak English as an additional language and those who fall behind in their communication and language skills are supported well to catch up with others. They make good progress from their starting points, and are prepared well for the next stages in their learning.

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

- Leaders and managers reflect on their practice and have a clear view of the areas where the setting needs to improve. They guide staff well to achieve good standards in the quality of practice and provision. Supervision is effective to support staff welfare and to promote teamwork. Leaders and managers have reviewed and improved risk assessment processes to ensure children's safety.
- Staff planned and implemented interesting ways to keep in touch with children and their families, at times when the setting was closed during the COVID-19 (coronavirus) pandemic. For example, they provided opportunities for children to meet virtually with residents of local care homes and to interact and sing with them. Children develop a sense of community.
- Parents are enabled to continue children's learning at home. For example, they help children to create models of 'under the sea' creatures, which the children then share with the group at the setting.
- Staff use a range of strategies to promote children's participation and engagement in stories. They question children about what comes next, and encourage children to think about and describe how the characters are feeling. Older children learn to identify rhyming words, such as 'house' and 'mouse'. In this and other ways, children build on their early literacy skills.
- Staff are skilful in engaging children in conversations. For example, when

children create a train using empty crates, staff engage them in interesting discussions about using the London underground tube map to plan their journey. Children know how to name the train stations that are closest to their setting. They know that train journeys involve buying 'tickets'. Children learn to use language effectively to express their thoughts and ideas. Although staff promote children's understanding of the world around them, they have not considered ways to increase opportunities for children to learn about the use of technology.

- Staff support children well to help them learn good hygiene routines, such as washing hands and disposing of tissues in the bin. They provide opportunities for children to learn about the importance of good dental hygiene. They work closely with parents to meet children's dietary needs and to support continuity in their routines as they move between the home and the setting.
- Staff complete regular observations and assessments of children and use these effectively to plan next steps in children's learning. They teach young children to learn to use cutlery at mealtimes, and provide opportunities for older children to engage in cooking activities, such as making their own pizza. However, during some small group activities, staff do not present information clearly, for example when they introduce children to mathematical language, such as 'long' and 'short'.
- Staff use positive strategies to manage children's behaviour. Children develop good personal, social and emotional skills, and build confidence in their abilities and develop a positive sense of themselves.

## Safeguarding

The arrangements for safeguarding are effective.

The management team ensure that staff have a secure understanding of the procedures to follow, should they have concerns for children's welfare. Staff understand their responsibility to prevent children from being drawn towards extreme views and behaviours. The management team has taken appropriate steps to improve risk assessments and to ensure that premises and equipment are safe for children's use. The management team ensure that staff are suitable for their roles. They ensure that the adult-to-children ratio requirements are met, and that staff are deployed effectively to meet children's needs.

## What does the setting need to do to improve?

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

- strengthen staff skills to present information to children with clarity, particularly during small group activities
- increase opportunities for children to deepen their understanding of the use of technology.

## Setting details

<b>Unique reference number</b>	EY456780
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10206681
<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 at time of inspection</b>	1 to 3
<b>Total number of places</b>	47
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	The London Early Years Foundation
<b>Registered person unique reference number</b>	RP901332
<b>Telephone number</b>	020 7582 0509
<b>Date of previous inspection</b>	30 November 2016

## Information about this early years setting

Henry Fawcett Community Nursery registered in 2012. The nursery opens for 51 weeks per year, from 8am to 6pm, with morning, afternoon or full-day sessions available. The nursery receives funding to provide free early education for children aged three years old. The nursery employs 16 staff, of whom 13 hold qualifications at level 3.

## Information about this inspection

### Inspector

Geetha Ramesh

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector observed and evaluated an activity jointly, and had discussions about staff training, support and skills.
- The inspector and the manager carried out a learning walk together, and discussed all aspects of the curriculum, including its impact on children.
- Children spoke with the inspector about some of the activities they were involved in, and parents shared their views with the inspector about their children's time at the setting.
- The inspector had a meeting with the management team, where she viewed relevant documents and had discussions regarding the provision and arrangements for safeguarding.
- The inspector observed staff interacting with children, and spoke with staff during the visit.

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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