

Inspection of Little Fellows Day Nursery

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

Inspection date: 11 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive at this caring and nurturing nursery. They engage in activities staff carefully plan based on their interests and next steps in learning. During daily outings, children show curiosity and interest in the world around them. For example, while children walk to the library shed they learn about the wider community and environment. Children benefit from staff's high expectations and clear and effective questioning skills that help to extend their thinking and understanding. Children remember the last time they did this walk and staff help them notice the changes they might see. For example, a blossom tree that is now fully in bloom helps children learn about the changing seasons. Once at the library shed, children of mixed ages negotiate the space as they happily choose books together. They are learning to be considerate of each other, to share the books and they count how many they can have today.

Children feel safe and secure, both in the nursery and on outings. They behave really well and understand what is expected of them. They receive clear direction and positive acknowledgements from staff. Children learn new vocabulary as they play and explore. They communicate easily with each other and staff. Older children role play as doctors with their friends. They have a good understanding of how to use language and imagination as they play.

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

- Since the last inspection, leaders and the new manager have worked closely with staff and the local authority adviser to make rapid improvements. They have enhanced practice to meet the actions arising from the previous inspection.
- Staff say their managers fully support them. They review staff progress with an emphasis on staff's well-being and professional development. The team work well together. They communicate effectively with each other and continue to make positive changes to the nursery. Managers are proactive to ensure there are regular opportunities to meet and reflect on practice as a team.
- Parents speak highly of the managers and staff. They say that staff keep them updated with their children's progress, and their children are happy and enjoy coming to nursery. Parents particularly appreciate the support they receive. They feel included and say that staff genuinely care about them and their children.
- Staff plan the environment, so that children can freely choose activities. Children make good progress in their learning. They experience a range of learning opportunities, including time to be creative, construct and enjoy role play. They are motivated learners who are confident to express their ideas.
- Staff plan daily outings because the nursery does not have an outdoor space. Children know the routine and quickly get ready to go out. They behave very

well, hold hands and follow staff directions. Children enjoy the regular time spent outdoors, including visits to local parks. However, staff do not consistently provide children with opportunities to explore with all of their senses within the setting.

- Leaders have worked hard to establish changes to planning and communication. Staff work closely with other professionals to prepare children, including those with special educational needs and/or disabilities, for the next stage in learning. This includes successful support when children need extra help to develop, for example with their communication and language skills.
- Leaders show commitment to improving the curriculum to ensure children gain the experiences they need to achieve well. Staff have a good understanding of how to promote children's learning. Overall, they interact well with children, supporting their learning effectively. Occasionally, staff do not follow children's lead in their play. At these times, they do not fully enhance children's self-chosen play, to help build on and extend their learning.
- Children are learning about differences and similarities between themselves and others. Staff ensure the setting is fully inclusive and that they fully embrace children's home languages. Staff are good role models and help children learn to respect each other.
- Staff have fully considered the organisation of transition times, including lunchtime, to enhance this valuable experience for all children. At mealtimes, children and staff sit together in a sociable group as they enjoy the nutritious food offered. Children's individual water cups are readily available, and they are regularly reminded to drink, so that they remain hydrated. This approach supports children's health, well-being and social skills.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure staff complete thorough risk assessments to prioritise children's safety, this includes for daily outings. Staff supervise children vigilantly inside and outside the setting to provide them with the support they need to stay safe. Managers make sure staff are confident about the procedures to follow if they are concerned about a child's welfare. This includes in the event of an allegation being made against a fellow member of staff and for wider safeguarding issues. Managers use robust recruitment procedures. They provide a supportive and detailed induction for new staff. Ongoing suitability checks help ensure that all staff remain suitable in their role.

What does the setting need to do to improve?

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

- support staff to develop effective interactions with children, to help them extend

children's learning to the highest level

- enhance further the availability of natural resources to provide more challenge and sensory interest for children.

Setting details

Unique reference number	2568538
Local authority	Barnet
Inspection number	10202165
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	56
Number of children on roll	16
Name of registered person	Little Fellows Limited
Registered person unique reference number	2568537
Telephone number	07484074909
Date of previous inspection	18 June 2021

Information about this early years setting

Little Fellows Day Nursery registered in September 2020. It is located on the ground floor of a residential housing development. It is situated in Cricklewood, in the London Borough of Barnet. There are six staff who hold appropriate early years qualifications at level 2 or 3. The manager and one staff have qualified teacher status.

Information about this inspection

Inspector

Catherine Greene

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Parents spoke to the inspector and shared their views about the setting.
- The manager took the inspector on a learning walk of the nursery and explained the curriculum intentions.
- The inspector held a meeting with the manager and a nominated individual to discuss their leadership and management of the setting.
- The inspector joined staff for an outing to observe an outside learning activity.
- The inspector observed staff interactions with children during their play together and spoke to staff and children at appropriate times.
- The inspector reviewed documents that were relevant to the inspection.

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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