

# Inspection of 57 Filmer Road, Private Nursery and Preschool

57, Filmer Road, LONDON SW6 7JF

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Inspection date: 16 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### The provision is good

Staff have warm, happy relationships with children. They take time to find out about each child's likes and dislikes. Staff provide activities and routines that are familiar to children and this helps them to settle successfully. Children enjoy an extensive range of activities. For example, older children enjoy a floating and sinking activity. Staff ask them to guess which objects will float or sink and then put the objects to the test. Staff discuss the outcome with children and this develops their understanding of the concept of floating and sinking successfully. Toddlers enjoy making flower pictures using fresh flower petals. Staff allow children to smell the flowers and teach them new words to describe the scent and colours, such as 'sweet', 'pink' and 'pastel'. Children play together cooperatively. For example, they play well during pretend play in the home corner where they take on different roles. Children learn to share and take turns well. Staff have high expectations of children. They manage children's behaviour well and reward them for positive behaviour. Staff share group rules with children. Children behave well. The curriculum is broad and balanced and builds on their skills and experiences. Children learn useful skills in preparation for school.

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

- Staff plan thoughtful, interesting activities for children. They regularly check children's progress and use this information to ensure that they get the right challenges. All children, including those with special educational needs and/or disabilities, make good progress.
- Children develop a good range of physical skills. For example, a manufactured low hill in the garden is a source of challenge and delight to children as they skilfully climb up and balance carefully on their way down. Children enjoy steering a range of wheeled toys carefully around the garden. Staff organise different challenges for them to develop their physical coordination skills, such as bean bag and ball games.
- Staff support children's creative development well. Children roll, squeeze and knead play dough to make their own models. They add fir cones and lollipop sticks to create hedgehogs and squirrels. Staff teach children new words, such as 'spiky', to describe their models.
- Children have a good understanding of the world. Staff plant and grow herbs and vegetables with them in the garden. They teach children how to take care of plants by watering them regularly.
- Staff support children's mathematical development effectively. For instance, they encourage children to count objects as they play and point out different sizes and shapes in the environment. Staff sing number songs and rhymes to children. Children count securely and have a good understanding of shape and size.
- Staff teach children good communication, language and literacy skills. For

instance, they teach children new words as they sing a range of action songs and nursery rhymes. Staff read lots of stories to children and listen attentively to their comments. They question children effectively.

- Staff work well with parents. They talk to parents each day to keep them up to date about their children's progress. Parents are also updated in secure electronic diaries where they can leave their comments for staff information. Staff provide good ways for parents to support children's learning. For instance, staff give them home-activity bags containing resources to use at home.
- The manager has made it a priority to ensure that staff are supported well in their roles. She meets with them individually to discuss and support their workloads and well-being. The manager also identifies staff training needs through discussion and by observing their practice. Staff have attended several courses, including a course on promoting independent learning for children aged two to three years. This has led to improved outcomes for children.
- At lunchtime in the room for children under 12 months, staff do not always engage with babies as they feed them.
- Most of the activities and resources for babies under 12 months are not accessible to babies. This restricts their free choice of what they want to play with.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of the possible indicators that a child may be at risk of abuse. They know how to identify concerns. Staff have a good knowledge of the procedures to follow to report their concerns in order to keep children safe. They are aware of signs and symptoms that may indicate a child could be at risk of extremism. Staff are aware of the relevant agencies to report their concerns to. Their skills and knowledge regarding safeguarding are kept up to date through regular training. The manager carries out comprehensive background checks on all staff to ensure they are suitable for their roles. This helps to keep children safe.

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

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

- review lunchtime organisation in the baby room to ensure that staff interact more effectively with babies during mealtimes
- make it easier for babies under one year of age to freely select toys and resources of their own choice, to support their learning and growing independence.

## Setting details

<b>Unique reference number</b>	EY390372
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10115409
<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>	0 to 4
<b>Total number of places</b>	130
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0207 731 9670
<b>Date of previous inspection</b>	28 June 2019

## Information about this early years setting

57 Filmer Road, Private Nursery and Preschool originally registered in 2009 and re-registered as part of the Busy Bees group in 2017. It is situated in Fulham in the London Borough of Hammersmith and Fulham. The nursery is open each weekday from 7.30am to 6.30pm all year round, excluding bank holidays. There are 28 staff, including the manager, 16 of whom hold appropriate early years qualifications. The nursery receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Beckles

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector went on a learning walk around the nursery with the manager to gain understanding of the intention of the curriculum.
- The inspector carried out a joint observation of a group activity with the manager.
- Interactions between staff and children were observed and the inspector also spoke with children when appropriate.
- The inspector tracked the progress of several children.
- A discussion was held with the manager and documentation was checked by the inspector.
- The inspector considered the views of staff and parents.

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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