

Inspection of Little People of Fulham

Little People of Fulham, 250a Lillie Road, LONDON SW6 7PX

Inspection date: 26 July 2022

Overall effectiveness **Good**

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 are warmly welcomed by staff as they arrive at the nursery. Children who are a little upset during this time are gently reassured and supported to settle by the kind and attentive staff. They are able to choose what to play with from an interesting and inviting range of toys and resources. Each age group has their allocated time to use the garden. This is carefully thought through and designed to enable children of all ages and stages of development to explore and extend their learning. Toddlers take delight in making marks with water and paint brushes. They observe what happens when they use water to paint on the chalk board. These experiences enhance children's awareness of changes and support skills such as writing.

Children develop good levels of independence from a young age. For example, babies receive encouragement to crawl and to walk. Toddlers and pre-school children serve their food at mealtimes, which enables them to develop good arm coordination and sharing skills. Children are reminded of simple rules and boundaries, which helps them to understand and manage their own behaviour. For example, children learn to take turns, share and to be respectful.

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

- The manager has a very clear intention for what children need to learn next. The curriculum is ambitious for all children, including those with special educational needs and/or disabilities. For example, the manager and staff work tirelessly and very closely with parents to ensure that they address any gaps in learning immediately and without delay. This means that children receive the right support at the right time to help them make the best possible progress in their learning.
- Children are provided with healthy and nutritious meals, which supports their health and well-being. Older children confidently use the toilet. They understand the importance of handwashing and this is carried out at appropriate times throughout the day. However, more attention needs to be focused on snack time for the older toddlers, to ensure that the good hygiene practice is consistently implemented.
- Staff support children's communications skills effectively. For example, in the baby room, staff add words to children's actions and sing to them as they play. For the toddlers, they provide lots of explanation and repetition. Staff ask older children questions and give them time to respond. Children talk and cooperate with each other as they build different forms of transport. Older children speak fluently and in full sentences. However, on occasions, staff do not implement support well enough for children who find it more difficult to concentrate and engage.

- Staff know their key children well and understand their current levels of development. However, at lunch time, staff caring for the youngest children sometimes become too focused on carrying out nursery routines. At these times, staff do not deploy themselves effectively to make sure they consistently implement the learning intentions.
- Older children develop good mathematical and literacy skills. For instance, some children independently write a range of numbers, both in English and other languages which are spoken at home. Other children sound out letters and put them together to spell and write words such as 'cat'. Children in the pre-school know different shapes and use building blocks to make triangles, squares and pentagons. Children develop important skills for starting school and the future.
- Partnerships with parents are very good. Parents speak extremely highly of the kind and caring staff team and they commented about the high impact of this on children's development. For example, they commented on how quickly their children's confidence had developed and how the staff had made them feel, 'like we matter.'
- The team reflect on and evaluate their practice to help them improve. There is a clear programme of ongoing professional development and support for staff to undertake training. Staff speak highly of their leaders' support for them, both in their roles and for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders follow safer recruitment processes to ensure that staff are suitable to work with children. The designated safeguarding leads have a secure knowledge of child protection, including the wider aspects of safeguarding. Staff undertake risk assessments to ensure the safety of children. They teach children how to keep themselves safe. Ratios are consistently maintained to ensure children's safety. Staff know who to contact should they have safeguarding concerns about a child. They understand the action to take in the event of allegations raised against a member of staff. Children's absences are monitored effectively, and staff know to take appropriate action to ensure children's welfare is promoted. There is a robust safeguarding policy in place, which staff are familiar with. Staff complete relevant safeguarding updates to ensure that their knowledge is current.

What does the setting need to do to improve?

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

- review snack time for the older toddlers to ensure consistency in the implementation of hygiene practice
- focus on implementing support more consistently for children who find it difficult to concentrate and engage

- implement lunchtime routines more successfully to help reduce children's anxiety and promote consistency more effectively.

Setting details

Unique reference number	EY373235
Local authority	Hammersmith & Fulham
Inspection number	10219735
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	0 to 4
Total number of places	100
Number of children on roll	117
Name of registered person	Little People Nurseries Limited
Registered person unique reference number	RP906542
Telephone number	020 7386 0006
Date of previous inspection	25 August 2016

Information about this early years setting

Little People of Fulham is one of three nurseries run by Little People Nurseries Limited. It opened in 1997 and was re-registered in 2008 due to a change in the name of the company. The nursery is located in Fulham, in the London Borough of Hammersmith and Fulham. The opening hours for this setting are Monday to Friday, from 7.30am until 6pm. There are 39 members of staff who work at the nursery, including the manager. Most staff hold relevant qualifications from level 2 to level 6. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Marvet Gayle

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 manager joined the inspector on a learning walk and explained the curriculum.
- The inspector and manager carried out a joint observation of a group activity. The inspector spoke with staff and interacted with children.
- The manager provided relevant documentation, which the inspector viewed.
- The inspector had face-to-face conversations with parents to gain their views of the setting.
- The inspector held discussions with the manager and provider at appropriate times during 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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