

# Inspection of Ladybird Nursery

277 Goldhawk Road, LONDON W12 8EU

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Inspection date: 4 October 2022

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

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

### **The provision is inadequate**

Children's safety cannot be assured. This is because weaknesses in leadership and management compromise children's welfare. For example, leaders repeatedly fail to ensure that all staff are aware of the safeguarding policy and procedure. This means that they will not be able to act quickly and effectively should they have concerns about children's welfare.

Some children separate easily from their parents on arrival. Staff take time to talk to each parent when children arrive. Although every child has a named key person, leaders and managers do not ensure the key-person system is used effectively to meet children's individual needs. This leads to a few children being very unsettled for most of their day.

Leaders and managers do not ensure staff are deployed effectively to provide good levels of care and attention and to meet children's needs. For example, babies are strapped to their chairs for long periods of time with nothing to do. Children are left unsupervised while eating and staff do not notice when young children run around the room, while chewing on their food. This puts children's safety at risk of harm.

The manager and staff do not have high expectations of all children. Children's experiences are limited. For example, children are often asked to join whole-group activities. At these times, staff do not monitor children's participation levels effectively to ensure all children remain engaged in their learning. Staff do not consistently consider children's abilities and interests. Their interactions with children are mundane. This impacts negatively on children's attitudes towards learning. Although children generally behave well, they are not supported to learn how to regulate their emotions effectively.

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

- The provider fails to ensure there are enough qualified staff to fully support all children and ensure their safety. Insufficient staffing arrangements have an adverse effect on the quality of education and children's experiences, overall.
- Leaders do not support new staff with effective induction training to help them understand their roles and responsibilities to improve the quality of education for children.
- Leaders do not monitor the quality of the nursery effectively. They do not identify weaker teaching swiftly enough and do not provide staff with targeted training to improve it.
- The curriculum is not implemented effectively across all prime areas. Leaders have not supported staff to understand and deliver an effective curriculum. As a

result, opportunities to support children's learning are too narrow to help them make the progress they are capable of making.

- Staff do not demonstrate a secure knowledge of child development. Although they collect children's starting points, they do not use them to sequence children's learning. At times, staff are not clear about the purpose of the activities set out for the day. They do not extend children's learning. Staff comment that children are 'just playing' and do not understand the value of play in teaching children.
- Staff do not spend time talking to children and modelling language to them in meaningful conversations. They ask too many close-ended questions and do not give children time to think and reply. Staff interactions with children are often limited to instructional language. This does not support children's speaking skills.
- Children benefit from play in the outdoor area. Babies are encouraged to crawl around, jump on a mini trampoline and climb on small apparatus. However, staff do not plan effective activities to support older children's gross motor skills, for both outdoor and indoor environments. This hinders the progress older children are making.
- Children have some opportunities to strengthen their small muscles. Younger children explore treasure baskets and manipulate different objects. Older children practise their fine motor skills while drawing their reflections. They use small mirrors to see their facial features and try to copy them.
- Staff provide some ways to promote older children's knowledge of mathematics. For example, while playing shopkeeping, children count the products they have in their shopping bag and learn the basics concepts of using money in exchange for goods.
- Staff are not deployed adequately to meet children's needs. For example, a few of the children spend parts of their day crying, with not enough comfort from their named key person. This does not help them to develop secure attachments.
- Parents praise the caring and welcoming staff. However, staff fail to work in effective partnership with parents to support all children. Some parents are not aware who their child's key person is. This means that secure and positive relationships are not always built. This impacts children's well-being and the continuity of their learning.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider fails to create a positive safeguarding culture in the setting. Staff's safeguarding knowledge is inconsistent. Staff do not have a good enough knowledge and understanding of the processes they need to follow if they have concerns about a child's welfare or concerns about the behaviour of a member of staff towards the children. Staff have very limited understanding of their role in line with 'Prevent' duty guidance. They fail to demonstrate that they are able to identify that children are at risk of harm. Most of the staff hold a paediatric first-aid certificate.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
take steps to ensure all staff understand the safeguarding policy and procedure, to ensure that all staff have up-to-date knowledge of safeguarding matters, including reporting procedures in line with the local safeguarding partnership	04/11/2022
take steps to ensure that all staff receive effective induction training to help them understand their roles and responsibilities to improve the quality of education for children	04/11/2022
ensure that the key-person approach is used to tailor care to meet children's individual needs effectively and build relationships with their parents	04/11/2022
ensure that at least half of all staff hold at least approved level 2 qualifications	04/11/2022
deploy staff effectively to ensure children's needs are met and they are adequately supervised, including while eating.	04/11/2022

## Setting details

<b>Unique reference number</b>	2613057
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10243224
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	45
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Tots-R-Us Limited
<b>Registered person unique reference number</b>	2613055
<b>Telephone number</b>	0208 741 3399
<b>Date of previous inspection</b>	11 April 2022

## Information about this early years setting

Ladybird Nursery re-registered in 2020. It operates from premises in Shepherds Bush, in the London Borough of Hammersmith and Fulham. The nursery is open each weekday, from 8am to 6pm, all year round, except for bank holidays. The nursery employs 12 staff. Four of the staff hold recognised childcare qualifications, ranging from level 2 to level 3.

## Information about this inspection

### Inspector

Agnes Wink

### 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.
- The inspector observed the quality of education and the impact this has on children's learning.
- The manager and the inspector completed a learning walk around the setting.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to children, parents and staff.
- The inspector checked relevant records, including the evidence of suitability of staff working with children.

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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