

# Inspection of Wee Ones

4 St. Ann's Crescent, London SW18 2LR

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Inspection date: 14 December 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

The nursery has been through a recent period of change which has impacted on the quality of care children receive at times. The new staff are beginning to build relationships with children to help them feel safe and secure. For example, they find out what children are interested in and what comforts them when they are upset. However, the key-person system is not yet effective enough to help all children form secure relationships with staff.

Despite this, in general, most children are settled and play well. Babies enjoy water play and explore the texture of bubbles. Toddlers develop their physical skills outdoors as they learn to kick balls around cones. Staff have suitable expectations for children's behaviour. Children learn to take turns as they share serving tongs at mealtimes. However, there are times when children lose interest in planned activities, which leads to an unsettled atmosphere which impacts on children's learning.

The manager plans a curriculum that helps children develop the skills they need to be ready for school, such as confidence, independence and some knowledge of phonics and numbers. There is a particular focus on communication and language development. Children learn through monthly themed songs, books and Makaton signs, which helps them learn to communicate in a variety of ways through reinforcement and repetition.

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

- All children have an allocated key person who gathers information about their personal needs. However, this system is not yet effective, as staff do not consistently respond to children's needs. For example, staff comment that young children are tired but do not promptly provide opportunities for them to rest or sleep, which impacts on their well-being.
- Staff identify children's interests and next steps through observation and assessment. On the whole, they plan interesting learning opportunities that stimulate children's learning, such as building with blocks and role play. However, staff do not consistently consider what they know about children's individual learning needs. This means not all children have enough opportunities to take part in suitably challenging experiences, which impacts on the progress they make.
- Weaknesses in planning and teaching impact on children's behaviour and attitudes to learning. Some planned group activities have not considered the interests and abilities of all children. This means some children quickly lose interest, which impacts on their attitudes to learning, as they are not learning to concentrate and pay attention in their play.

- Children join in with familiar songs and rhymes. Babies use picture cards to request songs they want to sing and rock back and forth as they sing 'Row, row, row your boat'. Pre-school children engage in conversation with adults and learn new vocabulary such as 'bigger' and 'biggest'.
- Children with special educational needs and/or disabilities are supported well. Staff liaise with other professionals to implement plans to support their development, which helps them make good progress.
- Children have opportunities to learn self-help skills. For example, pre-school children use tongs to serve themselves at lunchtime and learn to pour their own water. Children learn to wash their hands before meals and after using the toilet, which teaches them good hygiene routines for later life.
- The manager is developing relationships with parents to improve partnerships. Parents are invited to join in activities making Christmas cards with their children. Most parents are satisfied with the communication they receive about their children's care via the digital app. However, a lack of consistency means some parents do not receive as much information as they would like.
- The manager has identified weaknesses in practice at the nursery and has taken some steps to improve. A programme of training and support has been implemented to develop staff skills and knowledge. However, the learning from this has not yet been embedded, which means the quality of care and learning for children is not yet good.

## Safeguarding

The arrangements for safeguarding are effective.

Staff ensure the environment is safe. Regular cleaning takes place through the day and any identified hazards are removed, which minimises risks. Children's health is promoted. Children learn to wash their hands and staff use hand sanitiser between nappy changes. This helps minimise the spread of infection. All staff have recently completed safeguarding training to update their knowledge. They recognise the signs and symptoms of abuse and know how to report their concerns, including whistle-blowing allegations. New staff receive a thorough induction so they know their safeguarding responsibilities from the start.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve the key-person system to support children's personal, social and emotional development and ensure children's individual needs are met	31/01/2024

improve planning so all children's interests and developmental needs are considered	31/01/2024
provide staff with further learning opportunities to improve the quality of their teaching so all children are effectively engaged in their learning and play.	31/01/2024

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

- develop further strategies to ensure that all parents receive the information they need to ensure children's needs are met both at home and in the setting.

## Setting details

<b>Unique reference number</b>	2673438
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10314633
<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>	1 to 4
<b>Total number of places</b>	84
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	N Family Club 4 Ltd
<b>Registered person unique reference number</b>	2673436
<b>Telephone number</b>	0208 870 7729
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Wee Ones re-registered in 2022 and is run by the N Family Club organisation. The nursery provides funding for children aged three and four years. It is open Monday to Friday, 8am to 6pm, all year round. There is a team of 22 staff. Of these, 14 hold relevant childcare qualifications.

## Information about this inspection

### Inspector

Kyrstie Gennoe

## 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 talked to the inspector about their curriculum and what they want their children to learn.
- Children interacted with the inspector during the inspection and engaged her in their play.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager carried out two joint observations of group activities with the inspector and discussed her views.
- The inspector spoke to several parents, both during and after the inspection, and took account of their views.

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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