

Inspection of Mandarin Ducklings Putney Bridge Nursery

All Saints Church Hall, Fulham High Street, London SW6 3LG

Inspection date: 24 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in this homely, stimulating nursery. Staff respect children's choices and help them to recognise that their friends have their own opinions and ideas. This creates an environment where children are considerate and thoughtful. For example, when a child wants to take a resource being used in a different game, a staff member gently explains how it would disrupt the game. These patient conversations help children learn right from wrong.

Leaders and staff have built an ambitious curriculum for children. Children enjoy daily Mandarin lessons, forest school sessions, yoga and football classes. They delight in the wide range of interesting experiences on offer. This supports children to develop a positive attitude to learning.

Staff know children well. They follow parents' wishes and meet children's individual needs. Consequently, children are happy and comfortable and make good progress. Staff build close relationships with families. The nursery holds events such as sports day and invites children and families to participate. This fosters a sense of community and belonging that helps children feel safe and secure at the nursery.

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

- Staff encourage children to take part in daily hygiene routines to look after their teeth. Children confidently use their toothbrushes and look in the mirror as they brush their teeth after breakfast. Parents say that children are more willing to brush their teeth at home since the nursery started the toothbrushing sessions.
- Healthy eating is a focus at this nursery. Staff provide ample opportunities for children to be involved in the process of growing and preparing food. This helps children try new foods. The nursery shares balanced and nutritious recipes with parents to support children's healthy eating at home. Staff teach children, including babies, to serve themselves. This means they can make choices about how much they eat and are in tune with their bodies. Consequently, children are supported to develop healthy habits from a young age.
- Staff have high expectations of children. They encourage children to try to do things for themselves. Young toddlers help clear up using a dustpan and brush. Older children chop up lemons with a knife and make lemonade, which they drink with their lunch. Children work together to tidy up their toys. Staff give children lots of time when they have a go at doing things by themselves. As a result, children learn to become independent, and become resilient when persevering with tasks.
- Overall, staff help children's growing language and communication skills. They identify key words that they want children to learn and plan opportunities for them to use these throughout the day. Staff learn and use key words in

children's home languages to use alongside English. This helps develop children's understanding. Staff read stories skilfully so children listen with interest. They create opportunities for children to act out the stories. For example, children enjoy going on a 'bear hunt' around the garden. However, there is scope for staff to strengthen the teaching of early literacy skills. For example, staff do not always correctly teach children the sounds letters make when supporting their early reading skills.

- Staff teach children about the benefits of being physically active and getting fresh air. Children relish their time outdoors. They are enthralled as they look for insects under logs. They fill wheelbarrows with soil and transport it around the garden. They hang from a tree trunk and balance as they walk across logs. This helps them develop their balance and coordination.
- Staff say they are supported both personally and professionally. Leaders conduct peer observations to give feedback on how to improve practice. They recognise most areas where staff require further support to improve their teaching. However, at times, they do not swiftly recognise inconsistencies in practice and provide focused and timely professional development opportunities for all staff. Therefore, staff are not always able to make improvements to their teaching to enhance the quality of children's education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review the teaching of early literacy skills so that all children benefit from consistently high-quality learning experiences
- strengthen programmes for professional development to continually build on and improve the practice and knowledge of staff.

Setting details

Unique reference number	2681831
Local authority	Hammersmith & Fulham
Inspection number	10350682
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	54
Number of children on roll	32
Name of registered person	Mandarin Ducklings Education Limited
Registered person unique reference number	RP540466
Telephone number	020 7736 7160
Date of previous inspection	Not applicable

Information about this early years setting

Mandarin Ducklings Putney Bridge Nursery registered in 2022 and is situated in Putney Bridge, in the Royal Borough of Kensington and Chelsea. The nursery operates 50 weeks a year from 8am to 6pm. It is open five days a week. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are nine staff who work directly with the children, including the provider and the manager, seven of whom hold relevant qualifications.

Information about this inspection

Inspector

Jenny Selvakumaran

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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum on offer.
- 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 inspector carried out a joint observation of a group activity with the manager and nominated individual.
- Parents shared their views of the nursery with the inspector.
- The nominated individual and the manager spoke to the inspector about the leadership and management of the nursery.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector talked to children and staff at appropriate times during 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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