

# Inspection of Raphael Nursery Hammersmith

Augustinian Centre, 55 Fulham Palace Road, London W6 8AU

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Inspection date: 13 March 2024

<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	Not applicable

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

### **The provision is good**

Staff greet children warmly as they arrive at nursery. They are keen to find out what children and their families have been doing at home. Staff use this information to have conversations with children, which helps them feel welcomed and included in the nursery. Children have strong relationships with their key person and separate from parents easily. They enjoy exploring the environment and join their friends as they play. Babies mix sand with water and enjoy the sensory experience. Toddlers investigate lemons and oranges while staff describe what they are seeing and smelling. Staff support children to be curious about the world around them.

Children behave well and learn to be considerate towards each other. They are kind and share with one another. Staff remind children of the expectations. For example, they sing songs about table manners before children eat. Young toddlers pick up hoops in the garden to help tidy up. Staff foster children's independence well. Children serve their own food and then scrape their plates into a bowl after they have finished eating. Toddlers learn to pour their own water from jugs. Staff encourage children to 'have a go' at doing things for themselves.

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

- Leaders have designed a well-thought-out curriculum. Each stage of children's learning has been carefully considered well overall, so that children build on what they can already do as they move through the nursery. Staff know children well and identify what they want them to learn next. However, they do not always implement activities or use interactions effectively to help children learn what they intend them to, to fully support their learning.
- Children hear both French and English spoken equally in this bilingual nursery. They enjoy an activity in one language before lunch and then another activity in the other language after lunch. Staff are clear about what vocabulary they want children to know and give them opportunities to practise this. This helps children learn words in both languages.
- Staff support children's physical development well. They give non-mobile babies opportunities to have 'tummy time' and place resources out of reach to encourage babies to stretch towards them. Toddler squash and pull play dough, building strength in their hands. Children go on walks in the local community. This helps children to be active and learn to enjoy moving their bodies.
- Children learn what makes them unique. Staff support children to value their cultural heritage. They explore the different foods, customs and music from countries linked to their families. Resources reflect many different types of families. This supports children to appreciate diversity and prepares them for a life in modern Britain.

- Parents are highly appreciative of this nursery. They comment that their children enjoy their time at nursery. They speak highly of the nurturing staff. Parents say they are kept informed about their children's progress, for example what new words their child has learned that day. This partnership working helps children make progress.
- Leaders understand the importance of supporting children to move on when they are ready for the next stage. They organise a range of activities to help children experience a smooth transition. For example, children moving to another room at the nursery have play visits in the garden with the children in their new room. The key person attends children's settling-in sessions at the new setting when children move out of nursery. Staff share detailed information with schools. This helps children prepare for their move to school.
- Staff use observations and assessments to check children are making expected progress. They identify when children may have delays in their development and make timely referrals. They work in partnership with parents to put plans in place to support children to make progress.
- Leaders and managers are passionate and have an ambitious vision for the nursery. The manager evaluates the practice effectively and identifies areas to further develop. She uses a rigorous programme of induction, supervision sessions and peer observations to monitor practice and drive improvements. Staff say that they feel supported by the manager and understand their role in the team.

## **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:**

- focus activities and staff interactions more precisely on supporting children's next steps in learning, to enable them to build on what they already know and can do.

## Setting details

<b>Unique reference number</b>	2661460
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10333059
<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 3
<b>Total number of places</b>	95
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Raphael Nursery Limited
<b>Registered person unique reference number</b>	RP534755
<b>Telephone number</b>	0203 645 2963
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Raphael Nursery Hammersmith registered in 2021 and is located in Hammersmith. The nursery employs 17 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one at level 6. The nursery opens from Monday to Friday, 8am until 6pm, all year round. The nursery provides funded early education for three-year-old children.

## 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 joined the inspector on a learning walk and spoke to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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