

Baby Grow

Unique reference number (URN): 2834342

Address: St. Peters Church Hall, St. Peter's Terrace, London, SW6 7JS

Type: Childcare on non-domestic premises

Registered with Ofsted: 09/04/2025

Registers: EYR

Registered person: Baby World Ltd

Inspection report: 28 August 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

Children build very positive relationships with each other, showing kindness and respect. For example, they smile at each other and warmly make eye-contact. Children offer toys to each other. They learn how to interact and care for babies well. For example, staff teach children to use gentle hands as they wash the dolls during water play. Children are well-mannered and say 'please' and 'thank you' to others.

Children behave really well. They know the group rules, which are shared with them each day by staff. Children remind each other of these rules, such as when they tell each other to 'share toys'. Staff find out what has caused any disagreements and work with children to find a fair resolution. Children quickly learn to share and to take turns. For example, they take turns to squeeze paint into a cornflour mixture during a creative activity. Children fully engage in activities and show high levels of concentration. They are enthusiastic and keen to learn and as a result they attend regularly. Leaders help parents to understand the importance of play at the nursery and this helps to promote excellent attendance. Leaders monitor attendance closely and, if needed, will work with parents to offer support.

Children's welfare and wellbeing

Strong standard ●

Staff demonstrate a vigilant approach to keeping children safe. They carry out ongoing, dynamic risk assessments throughout the day that reduce the risks of hazards to children. This involves checking and cleaning all areas, toys and resources regularly. Staff follow safer-sleeping guidelines and ensure that babies sleep in clear cots and are always supervised as they sleep. Staff ensure that all children are seated securely at meal times. They sit with children and observe them closely in order to keep them safe while they eat. All staff hold a paediatric first-aid certificate and this helps to promote children's welfare effectively.

Staff provide highly nutritional meals and snacks that meet special dietary needs. They teach children the importance of eating well. For example, staff take children on food shopping trips to buy ingredients for healthy recipes. They prepare nutritious food with children, such as fruit salad. Leaders provide parents with guidance on use of screen time with children at home, and regularly check this with parents to ensure that children are safe. Staff ensure that children have highly effective daily opportunities to develop their physical skills both indoors and outdoors.

Staff prioritise children's wellbeing. They start each day with gentle discussion on how children are feeling, read stories and use picture cards and conversation to help children to learn how to manage their emotions. Some children say they feel tired and go to rest quietly in the book corner. This shows that children can identify and manage their feelings. Staff readily make adjustments to the routine in order to meet the needs of children with special educational needs and/or disabilities, and vulnerable children.

Expected standard

Achievement

Expected standard 

Generally, all children achieve well across all areas of learning. This includes children with special educational needs and/or disabilities, and vulnerable children. Children develop a love of books. They settle happily in the book corner and browse through their favourite stories, pointing to their beloved characters. Children learn how to express themselves using simple sentences. Babies babble meaningfully and learn new words. Children learn number names and count securely. They know the names of different shapes. Children use words to describe different types of weather and understand how plants grow. They learn to walk, climb and balance well. They learn how to do things for themselves. For instance, they put their plates and cups away after eating. All children gain useful skills in preparation for their next stage of learning.

Curriculum and teaching

Expected standard 

Overall, the curriculum is balanced and stimulating. It is adapted effectively to meet the needs of children with special educational needs and/or disabilities, and vulnerable children. Generally, staff provide a range of purposeful activities. However, at times, staff direct children's play by introducing their own suggestions, rather than allowing children to lead and develop their own ideas. For example, during water play, staff sometimes influence the direction of children's play rather than allowing them to explore and develop their own ideas. Consequently, children do not consistently have sufficient opportunities to lead their play, explore their own ideas and develop their creativity.

Staff support children's mathematical development securely. They teach children the names of different shapes as children use cutters in play dough. Staff sing counting songs and rhymes to teach children number names. Staff count objects as children play and this teaches children how to count securely. Overall, staff question children well. However, at times, they do not give children sufficient time to think and formulate their responses. As a result, opportunities to extend children's thinking are not consistently maximised.

Staff support children's communication, language and literacy skills well. They provide an attractive book corner, stocked with high-quality books. The books are suitable for all stages of development and are used well by children. Staff read stories to children in engaging tones and this helps children to learn new words. Staff teach words, such as 'shiny' and 'light', as children play with creative materials.

Staff provide a broad range of daily opportunities to help children to gain a wide range of physical skills. A physical development coach visits the nursery weekly to provide fun, dynamic sessions to build children's coordination skills.

Inclusion

Expected standard 

Clear and effective systems are in place to closely monitor children's progress. Staff carry out ongoing observations and assessments to identify if a child is falling behind in their learning. This includes information gathered when children first join the setting and through

the 2-year-old progress checks. Staff build secure relationships with parents and exchange information about children to promote the best outcomes for their learning. They talk to parents and, where necessary, provide appropriate advice. For instance, they advise parents to contact external professionals, such as a doctor or health visitor, to seek further guidance.

Staff make suitable adjustments to the curriculum to meet the needs of children with special educational needs and/or disabilities (SEND), and vulnerable children. For example, they use pretend play and stories about life-changing situations to help children prepare for changes in their family life. Some staff have completed training in supporting children with SEND. They use this knowledge to provide highly appropriate care and learning experiences for children. Staff work well with external agencies to enhance the care and learning of children with SEND, and vulnerable children.

Leadership and governance

Expected standard

Leaders work highly effectively with parents. They regularly share ideas about how parents can support their child's learning. For example, leaders suggest that parents go on nature walks with their children to develop their understanding of the world. Staff provide parents with detailed daily updates about children's care and learning in a range of effective ways. For instance, they talk with parents each day and provide updates through secure electronic messaging. Staff also take children out to explore features of the local area, such as shops and parks. This helps children to develop their understanding of the wider community.

Leaders have a comprehensive recruitment process that ensures staff are suitable for their roles. They monitor and support staff effectively. Leaders spend time in group rooms to observe practice and provide feedback that supports improvement where needed. They hold regular individual meetings with staff to discuss and support their work. Generally, leaders identify and address training needs to promote the best outcomes for children. For example, staff have completed training on supporting children's physical development and early years nutrition. Leaders also promote staff wellbeing effectively. For instance, staff are offered some flexible working and have access to free counselling services.

What it's like to be a child at this setting

Children form close, trusting bonds with staff and settle very happily in this warm and well-organised nursery. Children feel secure and happy as staff take time to get to know each child well. They enjoy familiar routines and activities linked to their interests and skills.

Children and their families are warmly welcomed by staff. For instance, staff provide 'stay and play' sessions, where parents spend time playing with their children at the nursery. This helps children and their families to feel safe and to develop a sense of belonging. Children feel valued as they are greeted by name during morning group time.

Children are keen and highly motivated learners. They take pleasure in a broad array of interesting activities available to them. Babies enjoy a variety of activities that stimulate visual and tactile interest. For example, they concentrate as they closely observe patterns made by sparkling luminous water as it moves around in a tube. Children enjoy exploring brightly coloured cornflour mixtures. Staff teach children new words, such as 'hard' and 'soft', as the mixture changes texture. Children gain a secure understanding of the world. They plant tomatoes and sunflowers, and learn how things grow. Children learn days of the week, seasons and different types of weather. They build very positive relationships with each other. For instance, children greet each other with smiles and play very well together.

Overall, all children, whatever their starting points, make secure progress in their learning and development. This includes children with special educational needs and/or disabilities, and vulnerable children. Staff make any necessary adjustments to curricular activities to meet the needs of children who need extra support in their learning. Children attend regularly and this helps them to get used to routines in preparation for school. They learn a range of foundation skills that are valuable for their next stage of learning.

Next steps

- Leaders should support staff to consistently give children sufficient time to think and respond to questions, so that children can extend their thinking.
 - Leaders should help staff to provide children with sufficient opportunities to consistently lead their own play, so that children can explore and develop their ideas independently.
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About this inspection

The inspector spoke with leaders, staff and children. She considered comments from parents 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.

Inspector:

Jenny Beckles

About this setting

Unique reference number (URN): 2834342

Address:

St. Peters Church Hall
St. Peter's Terrace
London
SW6 7JS

Type: Childcare on non-domestic premises

Registration date: 09/04/2025

Registered person: Baby World Ltd

Register(s): EYR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:00 - 19:00

Local authority: Hammersmith & Fulham

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 28 August 2026

Children numbers

Age range of children at the time of inspection

0 to 3

Total number of places

45

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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