

# The Knightsbridge Kindergarten

Inspection report for early years provision

---

<b>Unique reference number</b>	135106
<b>Inspection date</b>	11/11/2011
<b>Inspector</b>	Ray O'Neill
<b>Setting address</b>	119 Eaton Square, London, SW1W 9AL
<b>Telephone number</b>	0207 371 2306
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The Knightsbridge Kindergarten provides sessional day care and is situated in the basement of St Peter's Church in Eaton Square. The premises consists of three group areas, a sensory room and a soft play room, with suitable toilet facilities. The children have supervised access to a secure outdoor area with storage for toys and a soft landing area. There are currently 12 members of staff, 11 of whom hold appropriate qualifications and one who is training.

The kindergarten supports a diverse local population. Children who are learning to speak English as an additional language and children who have special educational needs and/or disabilities receive appropriate support. The kindergarten is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 38 children on roll. Children aged three and four years receive funding for free early education. The kindergarten is open Monday to Friday from 9am to 3.30pm. Sessions run from 9am to 12pm and 1pm to 3.30pm, during term time only.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive and make excellent progress in their learning and development, due to the highly effective support of the skilful and committed staff team. The unique needs of the children are promoted exceptionally well and staff are committed to meeting children's learning and welfare needs. Excellent engagement with parents and partnerships with other agencies ensures continuity in children's care. Inclusive practice is a high priority at the kindergarten and children's developing relationships are well supported by an effective key person system. Overall, the kindergarten is effective in its evaluation processes and there has been considerable improvement since the last inspection. They reflect on information and suggestions from children, staff and parents, ensuring a good capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the self-evaluation process further to reflect rigorous monitoring and searching analysis of what the setting needs to do to bring about sustained improvement of the early years provision.

## **The effectiveness of leadership and management of the early years provision**

Children are protected extremely well, as there are very robust systems in place to ensure the recruitment, vetting and continued suitability of staff. All staff are well trained in safeguarding and have a clear understanding of the procedures to follow and how to refer any concerns. Staff effectively supervise children from unvetted adults. They enable children's overall safety by ensuring access to the premises is restricted through a secure entry system and all visitors sign their presence. Extensive risk assessments ensure children's welfare is highly maintained. Practising effective evacuation procedures enables all staff and children to have knowledge of how to keep safe in an emergency. All required documentation is in place and implemented well to promote children's health and safety at all times.

Children access a broad range of high quality resources that encourage all children to engage in activities that promote all areas of learning and development and promote their future skills extremely well. Staff are highly skilled at captivating children's interests. They offer an excellent balance of adult-led and child initiated play. Staff continually encourage children's ability to think critically by asking many open-ended questions and provoking their thoughts. For example, during group discussions on dinosaurs and volcanoes, staff skilfully illicit children's understanding and viewpoints through demonstrating their own enthusiasm for the subject matter. Resources are very well organised throughout the kindergarten. Staff have a thorough understanding of each child's learning and welfare needs and value them as unique individuals. Staff promote equality and diversity exceptionally well by planning for the individual child, celebrating festivals, languages and events around the world and developing highly effective partnerships with external agencies and parents.

The kindergarten has successfully addressed all of the recommendations made at the last inspection. For example, children's interests are incorporated into the planning and they are very confident in using their initiative when solving problems. Children's views are canvassed through circle time, whilst parent's views are sought through questionnaires and daily contact. The staff work closely together to enhance their practice and to identify weaknesses either through their past inspections, support visits from the local authority or through new experiences gained at training courses. However, the monitoring and analysis systems for highly effective self-evaluation are not fully embedded. Nonetheless, the kindergarten has a determined drive towards their continuous development.

The importance and value of parent partnerships is strong throughout the kindergarten. Parents comment on how highly effective the provision is in meeting their children's needs and the excellent communication systems such as, daily contact and communication diaries, newsletters and detailed written reports. An effective key person system is in place. Parents contribute exceptionally well to children's learning, sharing knowledge and resources from their own backgrounds. Partnerships with other professionals and agencies are securely in place, for example, visits from health professionals. Additionally, taking children to visit local primary schools eases the transition from the pre-school to a school environment.

Key persons have a comprehensive understanding of the uniqueness of each child and they are aware of how to access appropriate support if needed.

## **The quality and standards of the early years provision and outcomes for children**

The effective key person system enables children to form strong attachments to staff. Children communicate with a great deal of confidence, talking enthusiastically about their activities. For example, they explain how they painted self-portraits, express clearly their understanding of dinosaurs and their enjoyment of dance and drama sessions. Children are actively engaged in a broad range of activities which stimulate their learning and enable them to have lots of fun. Staff encourage children to use numbers and other languages throughout their activities, such as helping to count the eggs in a dinosaur story in both English and Spanish. Photographs of the children engaged in various activities are also used to illustrate the many learning opportunities offered to the children. The kindergarten is very well organised, allowing children easy access to resources promoting self-help skills and independence, and effectively promoting their developing skills for the future. The very well utilised and resourced soft play and sensory rooms provide support to all children, and particularly those with additional needs.

Children's records show initial discussions with parents about developmental starting points. Children's ongoing development is effectively monitored using the Early Years Foundation Stage. Highly effective planning, observation and assessment systems set clear goals for individual children across each area of learning. Staff encourage development by asking many open-ended questions, showing an exceptional interest in what children have to say. Staff have successfully created an environment which is rich in signs and symbols. Their inspiring enthusiasm for stories and books has a very positive impact on children's learning. Children have many opportunities to develop their writing skills through play and older children are able to write independently with many letters correctly formed. Many other resources fully support children's ability to solve problems. For example, they concentrate on construction kits to make model toys and solve shape puzzles. Activities offered ensure everyone is fully considered, enabling less able and more able children to learn at their individual pace.

Children are developing a strong sense of safety. They learn how to use tools and resources safely and experience safe risk taking when participating in a wide range well planned, challenging physical activities. Children's well-being and good health is encouraged overall throughout the pre-school. They wash their hands after toileting and enjoy eating tasty snacks which are freshly prepared each day. Children make great strides in their physical development and enjoy using a rich variety of equipment to try their skills in climbing jumping and balancing.

Children are extremely well behaved. They share and collaborate with each other in their play exceptionally well, demonstrating valuable skills for their future. Staff are exceptionally good role models to the children, not only offering them praise and encouragement, but also encouraging them to support each other.

Consequently, children of all abilities feel self-assured and enthusiastically participate in the activities on offer.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met