

# The Kensington Gardens Nursery School

Inspection report for early years provision

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EY435596

**Inspection date**

24/04/2012

**Inspector**

Jennifer Devine

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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## 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*.

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## **Description of the setting**

The Kensington Gardens Nursery School registered in 2011. It is one of three nurseries privately owned and operates from the church hall of Our Lady of Heaven Roman Catholic Church in Queensway, in the London Borough of Westminster. The nursery is a bilingual school, speaking French, Spanish and English. The nursery school is open each week day, during school term times from 9am to 3pm. Children may attend part-time from 9am to 12 noon or 1pm to 3pm; or they can attend all day. The group have access to a small garden for outdoor play. The group are registered to care for a maximum of 40 children in the early years age range, of whom six may be under two years at any one time. There is currently 11 children on roll. The nursery school receives funding for the provision of free early education for children aged three and four years. The nursery school employs two permanent staff who both hold early years qualifications. There are other staff who provide cover as required or specialist teachers such as for yoga classes. The nursery school is registered on the Early Years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are very settled in the nursery and are making good progress in their early development. Staff have a good understanding of the Early Years Foundation Stage and plan an exciting range of activities to support most areas of children's learning. However, there are limited resources to support children's technological skills and fewer opportunities for children to independently develop their creativity using different mediums. Partnership with parents is effective and ensures adults work together to support and meet each child's individual needs. Effective self-evaluation processes ensure the staff team frequently review their practices; ensuring improvements are made to benefit the children.

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

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

- enhance the programme for knowledge and understanding of the world to enable children to find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- enhance the programme for creative development by enabling children to explore media and materials independently.

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

Robust recruitment procedures are in place to ensure all adults are suitably checked to work with children. Children's welfare is well protected as the staff group are aware of child protection issues and the safeguarding procedures to follow if they were concerned about a child. Risk assessments are conducted and reviewed regularly and daily safety check lists ensure the children's play areas are safe for use. Security measures are good. The nursery school has a security entry system in place to prevent unwanted visitors entering the grounds. Any visitors are requested to sign in the visitor's book and show their identification. Staff are deployed appropriately within the setting to ensure children's safety is paramount and that the ratio of adult to child is met. All the required documents, policies and procedures are maintained to support the safe and efficient management of the setting.

The nursery school is attractively decorated which creates a warm and welcoming environment. The setting is well equipped with a good range of safe and suitable furniture and equipment. Children's independence is fully promoted as they can access a range of activities and equipment from low level storage units. The room is well equipped with good quality toys to enable children to make progress in most areas of their development. However, there are fewer resources available to support children's technological awareness and investigative skills, such as, calculators, cameras or magnifiers.

The registered owner and manager's clear vision and ethos for development of the setting demonstrate a commitment to ongoing improvement. Although the self-evaluation process is in early stages the staff team have identified where some improvements is needed. For example, they are aware of developing the outdoor area.

Staff have a good knowledge of each child's backgrounds and needs. Parents complete an entry profile and this enables the key carer to build up a picture of each child's routines, likes and dislikes to help them settle in. Staff have a good awareness about promoting an inclusive environment for all children. Children with additional languages are well supported. The nursery school operates as a bilingual group and all staff speak additional languages of French and Spanish, together with English. The nursery school celebrates a variety of festivals over the year and has a generally good range of books and resources to help children understand about diversity in their society.

Parents and carers are welcomed into the setting and are encouraged to share information on their child to enable good working relationships to flourish. Staff keep parents verbally informed about their child's day and also take home a school/home link book which details what activities the children have participated in. Parents meetings are arranged before each term finishes and this enables parents to view their child's learning profiles and have further discussion with the key carer. The registered owner and manager are aware of and are developing

their links with local schools to support children in the transition process to school.

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

The staff team have a good understanding of the Early Years Foundation Stage framework and are confident in delivering an exciting curriculum which supports each child's learning well. As a result children are making good progress in their overall development.

The staff have developed good planning methods to ensure children have individual goals to reach in their development. Observation and assessment methods are effective and support staff to identify the next steps of learning. The staff team take considerable time adding well documented information and an abundance of photographs demonstrating children clearly enjoying themselves and achieving as they play.

Children enter the nursery school happily and settle quickly. They separate well for their parents or carers and are developing a sense of belonging in this friendly environment as they greet one another and join in with play. Children's personal, social and emotional development is supported well and enables their confidence and self esteem to develop. Staff are effective role models and promote kind and caring attitudes which results in a calm and loving environment and teaches children to develop firm relationships with each other. Pre-school children show kindness with the babies and enjoy spending time interacting and sharing their toys. Children's behaviour is handled sensitively and they respond well to praise and encouragement.

Children thoroughly enjoy circle time together and show great delight in choosing from a variety of musical instruments. The staff encourage children to listen carefully to the music and try to play their instruments to the beat.

This is a bilingual setting with equal regard for spoken English, French and Spanish. The staff considers each child's individual needs and cultural background to help children be proficient in the English language and be able to manage in their future settings, such as nursery and school. Children have generally good opportunities to use the outdoors and thoroughly enjoy running, climbing and playing on the various push-along toys. The staff team are in the early stages of developing the outdoor area and are considering a wider choice of equipment such as tricycles to provide challenge to the children.

Children have recently taken part in planting tomato plants and flowers and are learning about caring for their growing plants as they enjoy watering them and watching them grow. Children enjoy taking part in many creative activities such as painting and sticking. However, these activities tend to be more adult-led and do not enable children to fully develop their inquisitive minds and desire to explore these resources independently. The nursery school has a well resourced book area and this is used effectively by the children. They sit and look at books alone for

extended periods of time, demonstrating they are learning about how to turn the pages carefully and follow the story by looking at the pictures.

Children are developing healthy lifestyles as they show a good understanding of following good personal hygiene routines. Children independently go to the toilet and know why they need to wash their hands. They are provided with a healthy snack from home and can help themselves to their drinks as required. Children develop an awareness of healthy eating, for example, as they learn about fruit as they help to make a healthy fruit salad.

Children are learning to take responsibility for their own safety and the safety of others and are able to move around the nursery school safely, confidently and independently. They learn rules of the nursery school such as why they must not run indoors. Children's safety is further promoted by staff's understanding of appropriate supervision levels, both inside and outdoors. Children are secure and self-assured as they are able to move around the setting as they choose, spending time interacting with their friends and the staff. Children take part in regular fire evacuation practises which teaches them about the importance of evacuating the setting quickly and calmly.

## 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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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