

The Kensington Nursery School

24 Kensington Square, London, W8 5HN

Inspection date

23/09/2014

Previous inspection date

01/10/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff are kind and treat children with respect. Therefore, children develop confidence, respond positively and gain increasing self-help skills and independence.
- Staff provide a wide range of resources and a stimulating learning environment for children. As a result, children are happy to learn and make steady progress in their learning.
- Parent partnerships are improved and systems for two-way communication ensure parents can contribute to meeting the children's care and learning needs.
- The new manager has a positive attitude towards development and this has a beneficial impact on staff morale and, therefore, on outcomes for children.

It is not yet good because

- The provider failed to inform Ofsted of changes in management; this is a breach of the welfare requirements.
- The planning of group activities does not target some aspects of personal, social and emotional development. Therefore, activities do not fully meet the needs of all children.
- Staff do not always support children's learning effectively because they sometimes intervene too quickly, so that children do not have adequate time to think, make predictions and find their own answers to problems.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of the parents.
- The inspector observed children's activities, indoors and outdoors.
- The inspector held a leadership and management meeting with the provider and manager and sampled required documentation.

Inspector

Carolina Montesinos Zamora

Full report

Information about the setting

The Kensington Nursery School is one of four nursery schools run by Les Chatons Limited. It registered in 2013 and operates from a converted building in Kensington, in the Royal Borough of Kensington and Chelsea. The nursery is a bilingual one, where English and French are spoken. It is open each weekday from 9am to 3pm during term time. A play scheme operates during some school holidays. The nursery employs six staff, including the manager. One of them has Qualified Teacher Status and most of the other staff have relevant early years qualifications. The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The nursery school supports children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning and evaluation of group activities in order to provide experiences that meet the needs of all children, with particular regard to helping children to develop social skills and form positive relationships

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

- maximise opportunities for learning by allowing children sufficient time to think, predict and explore in order to find answers to a problem.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are seen to be working within the typical range of development expected for their age. There is a suitable range of varied activities and resources across the seven areas of learning of the Early Years Foundation stage. Activities are generally planned taking into account children's interests and information gathered through observations and assessments. For instance, staff have recently ordered large construction resources in order to extend children's mathematical development and in response to the interest of some children in construction. However, at present the planning of group activities does not meet the needs of all children. This is because the programmes for personal, social and emotional development are not focused on the specific needs within the group and do not include enough activities to promote cooperative play, turn taking and sharing. Therefore, some children get distracted by other children taking their toys and by not waiting for their turn during play and planned sessions. This limits children's opportunities

to extend their learning. Nonetheless, the quality of teaching is at times good and supports children to develop the characteristics of effective learners. For example, staff who work with the older children are enthusiastic and fully engage children's interest when reading a story. They promote children's participation and encourage children to make connections between the story and their own experiences, which they share with the group. This contributes to extending children's language for communication and developing their literacy skills. Staff plan a balanced mixture of adult-led and child-initiated activities and as children get older, learning becomes more structured. Children's literacy and mathematical development is supported well. Children find their names in the morning to self-register, they enjoy drawing and they practise writing their name and numbers in their writing books. Staff also use walks out into the community to promote learning. For example, children count their steps as they walk to the park and match colours in the environment.

Staff promote diversity well. Children access a range of resources that help them learn about different cultures. There is a range of dressing up clothes in the home corner and there are multilingual signs and displays, books, dolls and small world resources that reflect an inclusive approach and promote positive images. This helps children gain understanding of the world in which they live. Furthermore, staff plan interesting activities, such as food tasting, that promote children's thinking skills and exploration. However, staff sometimes step in to offer support too quickly, so that children do not have adequate time to think, make predictions and find their own answers to a problem.

Overall, most children are making steady progress in their learning. The majority of children attending are bilingual. Staff adequately support children's language development in both English and French. They become involved in children's play in order to provide enabling interactions and ensure children have access to visual prompts and writing in both languages throughout the nursery. Therefore, most children develop strong language skills.

Partnerships with parents are much improved; parents comment that the changes made are noticeable and it means there are better links between the home and the nursery school. Staff make information about children's planning and their progress easily accessible for parents and they encourage parent participation. This contributes positively to promoting children's progress in their learning and development. Staff adequately prepare children for going to school. Children access regular opportunities for planned and spontaneous activities promoting early writing skills. This helps children make progress in their learning and prepares them for the next steps in their learning.

The contribution of the early years provision to the well-being of children

There are clear settling-in procedures tailored to each child's individual needs. Parents are actively involved in children's learning from the start. At the initial visits, they are encouraged to share information about their child's interests, routines and starting points, in order for staff to make appropriate care and learning plans from the outset. The key person system offers caring relationships for all children and effectively promotes

children's emotional well-being. Staff are thoughtful and consider children's preferences and needs in order to allocate a key person. For example, children's key person is usually someone who speaks or understands a child's first language.

Staff provide a supportive and enabling environment so that children feel safe to express their joy and to show pride in their own achievements. For instance, after an activity focused on early writing, children came into the main room enthusiastically and showed their work to the rest of the staff with pride. Positive relationships with parents means also that staff are proactive in finding out information about the children's next settings, which is normally school, so that they can plan activities and talk to children about going to school. This helps prepare children for change and allows them to express their feelings and preferences.

Staff are kind and treat children with respect. They plan to promote children's self-help skills and independent thinking. For example, children learn to find their names in the morning as part of self-registration, they find their assigned pegs to hang up their coats and bags for the day and they fetch their snack bags and water bottles independently at snack time. As a result, children are happy to learn and become confident in their abilities. This further enhances children's development and prepares them for the next steps in their learning.

Overall, children show good levels of control over activities and most children choose their activities and remain engaged. For instance, in the morning, some children choose to listen to a story and some enjoy construction activities while other children join a planned activity. Staff are good role models and implement consistent strategies to manage children's behaviour positively. For example, staff sing with the children as they tidy up their toys ready for snack. They reward positive attitudes, talk to children gently at their level and become involved in play. As a result, there is a calm atmosphere and, on the whole, children behave well according to their age.

A clear priority is given to helping children develop a healthy lifestyle, which has a positive impact on their future health. Staff provide balanced and nutritious meals for the children and promote a healthy eating policy in the nursery. As parents send healthy snacks for children, they learn through consistent messages from home and nursery about the benefits of a healthy diet. Mealtimes are social occasions where children have lovely conversations with each other and learn to manage their own needs. They learn, for example, to peel their own fruit and open containers independently. Children also learn about self-care and personal hygiene routines, such as washing their hands after going to the toilet and before mealtimes. Staff supervise children appropriately when using the bathrooms.

Staff provide a good variety of activities that promote physical skills and exercise, including outings and additional sessions such as yoga and a sports coach session once a week. Children have great fun playing in the park engaging in high-energy activities, which also extends their physical skills. This ensures children's physical development is supported and they enjoy exercise and fresh air as part of learning to be healthy.

Children are learning about safety and developing an understanding of how to assess risk

through regular routines. Staff remind them of the simple rules to keep themselves safe, such as walking indoors, rather than running. Staff prioritise the safety of the children and supervise children's activities and outings well. When children go to the park, for example, they wear high visibility vests and staff ensure that there is increased supervision through higher adult to child ratios. Several staff have completed paediatric first aid training courses, which further promotes children's safety.

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

The provider has failed to provide Ofsted with information about a new manager within the required timescale. It is a requirement to do so. However, on this occasion, Ofsted do not intend to take any further action. As the person concerned had already been vetted, this breach of requirements did not have a significant effect on children's welfare. Following the inspection, the provider took action to provide the manager's details to Ofsted.

There are secure systems for recruitment, induction and supervision, which help ensure the ongoing suitability of the staff. Appropriate checks on adults are carried out to safeguard children, and their welfare is monitored closely. Staff understand their roles and responsibilities in safeguarding children and they have regular training to update their knowledge. This prepares them to deal with any concerns and means they are confident in their understanding of child protection issues. They are able to explain the steps to follow if they are concerned about a child. There are sound systems for risk assessments and staff are proactive in dealing with any potential risks to children. Staff complete daily safety checks of the premises and know procedures to follow in the event of accidents. This helps keep children safe.

The new manager has a sound understanding of the learning and development requirements, and as a whole, the nursery is developing more robust systems for observation, assessment and planning. The provider has invested in new software, which allows her, as well the staff and parents, to monitor children's progress more effectively and allows staff to gain a more accurate understanding of children's needs. Therefore, children are making steady progress in their learning from their starting points. However, the provision requires improvement because the delivery of the educational programmes is not yet thorough enough to fully meet the needs of all children. The new manager has high aspirations and is committed to continuous improvement; she has implemented much change since the last inspection. Systems for self-evaluation provide a suitable overview of the nursery's strengths and weaknesses; the manager involves staff and parents in policy reviews and makes new policies easily accessible to parents. This contributes to continuity of practice and opens further channels for feedback.

Partnerships with parents are good. The management understands too the importance of partnership working with external agencies so that all children receive the support they need to learn and achieve, through appropriate and timely interventions. This helps in narrowing educational gaps. The provider has developed strong relationships with a range

of state and private schools in the area. This means that information about children's progress and specific needs can be exchanged with teachers to promote continuity in children's experience and ensure that they receive the support they need. This helps prepare children for moving on to the next stages in their education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted is informed about the appointment of a new manager of the provision (compulsory part of the Childcare Register)
- ensure Ofsted is informed about the appointment of a new manager of the provision. (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY459193
Local authority	Kensington & Chelsea
Inspection number	963541
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	30
Name of provider	Les Chatons Limited
Date of previous inspection	01/10/2013
Telephone number	0207 3737020

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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