

# Ringrose Kindergarten Chelsea

St. Luke's Hall, St. Luke's Street, London, SW3 3RP



## Inspection date

10 February 2016

Previous inspection date

29 May 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching varies between staff. Staff are not always deployed effectively to promote children's learning as well as possible. Some staff miss chances to extend children's learning and development to promote the best possible outcomes.
- Staff do not make the most of all opportunities to promote children's communication and language skills effectively, to help all children, including those who are learning English as an additional language, to make good progress.
- Staff do not always plan challenging activities in the outdoor environment to support those children who prefer to learn outdoors.
- The provider does not use the evaluation process well enough to monitor all areas of the provision, to identify and target areas for improvement.

### It has the following strengths

- Staff welcome children warmly into the kindergarten. Children settle quickly in their play and are happy and confident.
- Staff provide a wide range of quality toys and resources to support children's all-round development.
- Staff build strong partnerships with parents, promoting consistency in children's care. Parents appreciate the approachable staff and homely environment.
- Children are safe and secure. Staff implement effective risk assessment procedures regularly to help keep children safe and secure.

## What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> <li>■ deploy staff effectively to ensure children benefit from timely and consistently good quality interaction with staff to promote better outcomes for children</li> </ul>	26/03/2016
<ul style="list-style-type: none"> <li>■ raise the quality of teaching to a consistently good level so all children receive sufficient challenge and support to help them achieve their next steps in learning, with particular regard to promoting children's communication and language skills.</li> </ul>	15/04/2016

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

- improve the planning for outdoor learning to provide additional opportunities for those children who prefer to learn outdoors
- develop further the self-evaluation process to fully monitor all areas of the provision and to identify and address weaknesses more effectively.

## Inspection activities

- The inspector examined a range of documentation, including safeguarding records, staff qualification and suitability checks. She checked how the provider evaluates the quality of the provision and practice to drive improvements.
- The inspector spoke to parents during the inspection to gather their views about the service they receive.
- The inspector conducted joint observations with the provider.
- The inspector spoke to staff about their care for the children, and how they plan for children's learning and development needs. She examined children's learning journals and tracked their progress.
- The inspector observed the quality of teaching during indoor and outdoor activities.

## Inspector

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The provider implements robust recruitment and vetting procedures to ensure the suitability of staff. Staff know the safeguarding procedures and how to report any concerns to keep children safe. Staff have regular supervision meetings to review their practice and benefit from opportunities to attend training to develop their professional skills. However, the provider does not always ensure that staff are deployed efficiently enough to meet children's learning needs. For example, staff were not able to respond quickly to support children during indoor and outdoor activities. The provider forms close links with other settings to promote consistency for children. For example, she provides feeder schools with a summary of children's progress and development. Although the provider evaluates the provision, this is not effective in identifying all areas of weakness.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Staff encourage children to make choices from a range of activities on offer, and children are largely independent in their play. However, some staff do not seize all opportunities to promote children's learning and language development well enough. For example, during planned creative activities staff did not ask children questions or engage in purposeful discussions with them. Staff observe children's learning and monitor their progress. However, they do not always use these assessments to plan suitably challenging activities, particularly outdoors. For example, children run around outside but staff do not make use of the resources available, such as balls and balancing equipment, to help promote children's physical development. Even so, some staff have effective teaching skills. For example, they ask children to find solutions to problems, to promote their personal, social and emotional development.

### Personal development, behaviour and welfare are good

All children benefit from a strong key-person system. For example, children separate confidently from their parents or carers and build strong attachments with staff. Overall, staff promote children's healthy lifestyles well. For example, children follow well-established hygiene routines and enjoy fresh fruits for snack. Staff help children to manage their emotions and teach them how to behave appropriately. For example, staff comfort children when they are distressed and talk about boundaries and expectations.

### Outcomes for children require improvement

Overall, children enjoy their time at the kindergarten and behave well. They become confident and access resources independently. However, outcomes for children, including those who are learning English as an additional language, are not fully effective to prepare them for their future learning or move to school.

## Setting details

<b>Unique reference number</b>	105727
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	839333
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Lucy Alexandra Hustler Parker
<b>Date of previous inspection</b>	29 May 2012
<b>Telephone number</b>	020 7352 8784

Ringrose Kindergarten Chelsea registered in 2000. The kindergarten operates during school term times only from 9am to 12.45pm, Monday to Friday. The kindergarten receives funding to provide free early education to children aged three and four years. The kindergarten employs seven members of staff; one holds Early Years Professional Status, one holds Qualified Teacher Status and five hold relevant qualifications at level 3 or 4. The kindergarten follows the Montessori philosophy of teaching.

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