

Inspection date	27 April 2016
Previous inspection date	24 June 2011

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

Summary of key findings for parents

This provision is good

- The managers use a highly reflective self-evaluation process to help identify areas to improve and work towards. They include the views and suggestions of parents and children to help them to accurately identify priorities for development.
- The managers use highly successful strategies to build strong partnerships with parents. For example, their extensive communication with parents helps to support children's needs effectively.
- Staff encourage children to develop good literacy skills. For example, when they read children stories, they encourage children to join in, say familiar parts of the story and use puppets and props to retell the story.
- Children are self-motivated and keen to participate in the interesting activities provided. They all make good progress from their starting points.
- There is an effective key-person system to help children to settle quickly and to form secure relationships with staff. This helps to promote children's personal well-being.

It is not yet outstanding because:

- Some staff do not always participate well during children's play. On these occasions, children are not fully supported to strengthen their skills.
- Staff do not always provide children with clear explanations at the start of and during activities, to help children to increase their listening and attention skills.

What the setting needs to do to improve further

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

- strengthen staff interactions with children to help them consistently support and guide children's emerging development
- help staff to provide clear explanations during activities to help to increase further children's attention and listening skills.

Inspection activities

- The inspector observed staff and children playing indoors and outdoors.
- The inspector spoke to parents.
- The inspector reviewed a sample of documentation.
- The inspector and manager participated in a joint observation.
- The inspector discussed supervision and safeguarding with staff.

Inspector

Genevieve Mackenzie

Inspection findings

Effectiveness of the leadership and management is good

The managers are highly committed to strengthening practice. For example, they conducted a meticulous audit to help them to enrich all areas with resources that promote diversity. This contributes towards children having a strong sense of belonging. Safeguarding is effective. The staff have an excellent and up-to-date understanding of how to identify and report potential concerns about a child. The managers have a fully embedded programme of professional development. For example, they provide staff with regular training and individual meetings, to help to improve the learning experiences for children. The managers have strong links with all external agencies involved with children who have special educational needs or disability, to help ensure that they support children's future development. The managers monitor all children's development well and work closely with their key person to help ensure every child makes good progress.

Quality of teaching, learning and assessment is good

Staff monitor children's learning and development well. For example, they make regular observations and assessments. They track children's achievements to help them plan activities that interest children and meet their needs. Staff help children to develop good communication skills. For example, they give children who are learning English as an additional language additional time to talk so they can think about and finish what they want to say. They also use special events, such as a new baby, to encourage conversation. Children learn about the natural world. For example, they were interested in the frogs they found in their pond. This prompted a project on the life cycle of frogs, and staff extended children's learning, for instance, through art, books and resources.

Personal development, behaviour and welfare are good

Staff help children to behave well and they implement effective strategies to support children. For instance, they explain the boundaries to children and encourage them to behave in a positive way. Staff help children to learn about healthy lifestyles, such as eating fruits and vegetables at snack time and the importance of exercise. This promotes children's physical well-being. Staff help children to develop their self-esteem. For example, staff provide genuine praise to children for their achievements. Staff stay close by to help to keep children safe and are attentive to their needs.

Outcomes for children are good

Children develop good social skills and play well in small groups. They are confident and self-motivated to engage in activities that interest them. Children independently choose from a wide range of exciting and challenging resources. They develop key skills to help them to be well prepared for their next stage of learning, including starting school.

Setting details

Unique reference number	EY336578
Local authority	Richmond upon Thames
Inspection number	837736
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	41
Name of provider	Jacqueline Mary Smith
Date of previous inspection	24 June 2011
Telephone number	0208 755 3014

Kerswell Kids registered in 2006. It is located in Whitton, in the London Borough of Richmond upon Thames. The setting is open from 7.45am to 3pm on three days a week, and from 7.45am to midday on two days a week. There is a staff team of eight. One member of staff has Early Years Professional Status and five staff hold appropriate qualifications. The setting receives funding for the provision of free early education for children aged two, three and four years.

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