

Ringrose Kindergarten Chelsea

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



Inspection date

31 January 2017

Previous inspection date

10 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff manage children's behaviour successfully, for example, by sharing ground rules with children and making their expectations clear.
- Staff plan an interesting range of activities that cover all areas of learning. They use their knowledge of what children can do to plan suitably challenging activities. Children make good progress in their learning.
- Staff support children's creative development and language skills successfully. For instance, they teach children words like 'slow' and 'fast' as they play different musical instruments.
- Staff are supported well by the manager. She meets with them individually to discuss and address their needs. For instance, staff attended a course on monitoring speech and language which led to greater ways to support children's progress.
- Staff work successfully with parents and keep them well-informed of children's progress.

It is not yet outstanding because:

- Staff do not make the best of opportunities to teach children about their local environment to extend their understanding of the world.
- Children are physically active and eat well in the nursery but staff do not make the most of opportunities to help them understand the importance of healthy habits.

What the setting needs to do to improve further

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

- develop further children's understanding of features of their local environment to support their understanding of the world
- make the most of opportunities to teach children about the value of taking regular physical exercise and of eating well.

Inspection activities

- The inspector carried out a joint observation with the manager of a group activity.
- The inspector observed interactions between staff and children, indoors and outdoors, and spoke with the children when appropriate.
- The inspector tracked the progress of several children.
- The inspector checked some documentation and held a meeting with the manager.
- The inspector spoke with parents, staff and children and considered their views.

Inspector

Jennifer Beckles

Inspection findings

Effectiveness of the leadership and management is good

The manager reviews practice in the nursery, and planning and assessment successfully. This helps to show if any children are falling behind in their learning so that appropriate action can be taken. The manager works alongside staff, so directly observes practice to provide feedback to improve skills. Safeguarding is effective. Staff know what to do if they have welfare concerns around children. They work effectively to help protect children from harm. For example, they regularly check all areas of the nursery to help keep children safe. The manager has a thorough recruitment process to check staff suitability. She reviews all aspects of the nursery and has set clear goals to build ongoing improvement.

Quality of teaching, learning and assessment is good

Staff plan interesting and imaginative activities to support children's physical development well. For instance, they provide chopsticks which children use to carefully pick up wool. Staff support children's understanding of, and respect for, others well. For example, children take part in a Chinese restaurant role play as they celebrate and learn about Chinese New Year, which helps them to understand cultural traditions. Staff support children's early literacy skills effectively, for instance, by teaching them to recognise and to write their names. The outdoor area is spacious and well equipped. Children learn a good range of large physical skills, for example, through organised, challenging tasks and by using different types of apparatus to climb and balance. They concentrate well, and share and take turns effectively.

Personal development, behaviour and welfare are good

Staff have caring, nurturing relationships with children. They smile at children, greet them warmly and attend to their needs readily. Children are confident and motivated to learn. They have good skills of independence. For instance, they learn to put on their coats and pour their own drinks. Staff teach children how to be safe, for example, by hygienically disposing of used tissues, and children help to wipe tables for lunchtime. They also take part in regular fire drills and know how to leave the building safely in case of an emergency.

Outcomes for children are good

Children make good progress. They have secure counting skills, can sort and group objects, and know the names of different shapes. Children listen attentively and play purposefully. They learn valuable skills for later use in school.

Setting details

Unique reference number	105727
Local authority	Kensington & Chelsea
Inspection number	1040251
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	44
Name of registered person	Ringrose Kindergarten Limited
Registered person unique reference number	RP908120
Date of previous inspection	10 February 2016
Telephone number	020 7352 8784

Ringrose Kindergarten Chelsea registered in 2000. The kindergarten is located in Chelsea, in London. It operates on each weekday from 9am to 12.45pm, and offers extended hours to older children. The kindergarten receives funding to provide free early education to children aged three and four years. The kindergarten employs nine members of staff, all of whom hold appropriate early years qualifications. This includes one staff member who holds early years professional status, another who holds early years teacher status, and a member of staff who holds qualified teacher status.

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