

# Warwick Pre-School

The Rear of 76-78 Warwick Gardens, London W14 8PR



<b>Inspection date</b>	30 October 2018
Previous inspection date	4 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The manager and her staff have formed a strong partnership with the supportive parents. Parents speak highly about the pre-school and talk emotionally about the care their children receive, saying that they view themselves as a 'community'.
- Staff support children's language development well. For example, as they carve a pumpkin for Halloween, staff encourage children to examine it using their senses. They touch the pumpkin and describe it as 'heavy' and 'orange', and they smell the pulp and squeeze it between their fingers. Staff name the different parts of the pumpkin, such as 'stem' and 'seeds'.
- Staff put a lot of thought into the planning of the environment. They introduce seasonal resources that spark children's curiosity and involvement.
- Children develop strong emotional bonds with their key person and all members of staff. Staff give children lots of reassurance and support to help them settle into the pre-school in their own time.
- All children, including those who speak English as an additional language, make good and steady progress from their starting points.
- Staff are highly effective at promoting children's large physical skills. They plan an array of first-hand experiences in the large pre-school garden, where children move skilfully. Children relish the opportunity to play outside and laugh with delight while riding tricycles, building brick roadways and climbing on large play equipment.

### It is not yet outstanding because:

- Staff do not consistently challenge children and make the most of opportunities to extend their problem-solving skills to the highest levels.
- On occasion, rigid daily routines interrupt children's play and they cannot follow their own interests.

## What the setting needs to do to improve further

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

- continue to support all staff to develop their skills and knowledge to a higher level, to help ensure that all children are provided with challenge in activities and opportunities to solve problems independently
- review and improve how daily routines allow children to develop their own interests.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

#### Inspector

Anna Hindhaugh-Feldman

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of child protection procedures and they know how to manage any concern they may have about a child's welfare. Staff implement effective risk assessments to help minimise risks to children. This helps to ensure their safety and welfare as they play. Recruitment is effective. The manager makes sure all required checks to ensure staff are suitable to work with children are completed. The manager meets regularly with staff to discuss their practice and identify any further training. For instance, staff have received additional support to help ensure they are confident with using the new online assessment program. The manager evaluates the quality of her setting effectively and puts in place plans, which improve learning experiences and outcomes for children.

### Quality of teaching, learning and assessment is good

The manager and staff know the children well and they plan activities to support their individual learning needs. They gather useful information from parents when children start at the pre-school, and regularly assess and monitor children's progress. Any learning gaps for individuals or groups of children are swiftly identified and addressed successfully. Children are encouraged to be independent. They make choices about their play and follow self-care routines well. For example, they wash their hands before their snack and brush their teeth after lunch. Staff make good use of opportunities to build on the children's mathematical knowledge. For instance, children count as they play and use scales to weigh conkers, and talk about 'heavy' and 'light'.

### Personal development, behaviour and welfare are good

The children are happy and ready to learn when they arrive at pre-school, and quickly engage in activities. This demonstrates a secure sense of belonging and emotional well-being. Staff are good role models and promote respect and tolerance well. They encourage children to be aware of one another's needs. For example, when children have minor disagreements, staff encourage them to share and play together with toys. Staff have developed good relationships with the local school. They visit them and share events with other local nurseries. This supports children particularly well when they prepare to leave the pre-school and move on to the next step in their learning. Children gain an understanding of different traditions, families and communities beyond their own experience. For example, they learn about different festivals and different traditions, cultures and foods.

### Outcomes for children are good

Children are making good progress in their learning. They approach their play with enthusiasm and they are eager to join in. Children are developing the skills they need for school, especially around forming friendships, positive behaviour and being independent. Children learn about letters and the sounds they represent. Some older children are able to recognise their own name.

## Setting details

<b>Unique reference number</b>	105749
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10060198
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Warwick Pre-School Committee
<b>Registered person unique reference number</b>	RP517549
<b>Date of previous inspection</b>	4 February 2014
<b>Telephone number</b>	02076023080

Warwick Pre-School registered in 1994. The setting operates from a purpose-built building in the Royal Borough of Kensington and Chelsea. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The pre-school opens from 9am to 3pm, during term time only. It is in receipt of funding to provide free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

