

Inspection of Kerswell Kids

Kerswell Hall, 123a - 125 Wills Crescent, Hounslow TW3 2JF

Inspection date: 6 September 2019

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and make excellent progress at this extremely inclusive pre-school. Children with special educational needs and/or disabilities (SEND) make strong progress. So too do children eligible for the early years pupil premium. New children settle very quickly and form very secure attachments with their key person. Young children independently learn new skills, as seen when they poured themselves a drink and skilfully chopped fruit for their snack. Older children confidently demonstrate skills they have mastered. All children's behaviour is excellent. Reflecting the commitment of staff to their welfare, children are remarkably safe and secure. Leaders and all staff have very high expectations of all children. The highly qualified leadership team and staff share a common understanding of the seven areas of learning and how children learn. They consistently provide a highly successful, challenging curriculum that builds on what children know and can do. Children benefit from an exciting and stimulating learning environment and show deep levels of engagement and eagerness to learn.

What does the early years setting do well and what does it need to do better?

- The quality of teaching is outstanding. All staff get to know their key children extremely well. Staff are very clear about what they intend children to learn and consistently provide a conducive learning environment to meet the needs of all children.
- Staff expertly introduce more-complex words to help all children extend their vocabulary. They also use mathematical language very effectively, for example by talking about size and quantity as young children fill containers with water.
- Staff work very closely with parents and local services to gather in-depth information about children's achievements. Leaders and staff monitor children's progress closely to identify swiftly any gap in children's learning.
- Staff are extremely consistent in promoting children's positive behaviour and attitudes, particularly those of children with SEND. Staff have a shared understanding of how to help keep children safe.
- All children show very high levels of curiosity, concentration and enjoyment. Staff expertly respond to their keen interest and excitement. All children confidently and independently move freely indoors and outdoors. For example, they were observed to join in eagerly as they played drums and investigated natural objects, such as a real grasshopper.
- Children benefit from highly effective and consistent care routines to further promote their emotional security. Leaders and staff are excellent role models. They consistently teach children good manners and excellent hygiene practices.
- Children have a very strong sense of self and their place within the local community. For example, children begin to recognise their name labels and recite each other's names during circle time. Children's visit to a local church to

celebrate harvest showed them how to make a positive contribution within their local community. Parents are warmly welcomed and their experiences are valued. For example, parents helped children create a large Rangoli pattern for Diwali.

- Leaders consistently and effectively evaluate the impact of provision on children's progress. This includes the impact of the early years pupil premium funding in helping all children to acquire the knowledge and skills they need to make strong progress.
- Staff receive highly focused, effective professional development to raise the quality of teaching to an exceptional level. They undertake rigorous training to update their skills and knowledge. For example, following speech and language training, staff plan regular language groups to help increase all children's early speaking skills.
- Highly successful supervision meetings and peer observations further support staff to identify their strengths and areas for improvement. Staff consistently report high levels of support from leaders to promote their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate excellent knowledge of their safeguarding responsibilities. They regularly attend safeguarding training to enhance their knowledge. This helps them identify, understand and respond to any signs of possible abuse and neglect. Leaders and staff understand their role to protect children from extreme views and beliefs. They have a shared understanding and commitment to keeping children safe. Leaders and staff confidently explain the local procedures to follow if they have a concern about a child's safety.

Setting details

Unique reference number	EY336578
Local authority	Richmond Upon Thames
Inspection number	10073693
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	29
Name of registered person	Smith, Jacqueline Mary
Registered person unique reference number	RP514858
Telephone number	0208 755 3014
Date of previous inspection	27 April 2016

Information about this early years setting

Kerswell Kids registered in 2006. It is located in Whitton, in the London Borough of Richmond upon Thames. The setting is open from 7.30am to 3pm on Monday to Friday, during term time only. There is a staff team of six. Three members of staff hold a childcare qualification at level 6 and two staff hold childcare qualifications at level 3. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- A joint observation was carried out by the inspector and leader to evaluate the quality of teaching and learning.
- The inspector and leader completed a learning walk across all areas of the provision to understand how the leaders and staff organise the curriculum and environment.
- A meeting was held between the inspector and leaders to discuss arrangements for self-evaluation, safe recruitment and staff suitability.
- The inspector spoke to staff and parents at appropriate times during the inspection.
- A range of documentation was viewed by the inspector, including safeguarding policies and procedures, and staff qualifications.

We carried out this inspection 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.

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