

Inspection of Windsor Kindergarten

Windsor Room, St Mary's Church Hall, Church Street, Twickenham, Middlesex TW1 3NJ

Inspection date:

14 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a warm, welcoming environment where children are safe and secure. Children confidently make independent choices in their play and benefit from the wide range of activities and resources. However, staff do not always make the most of opportunities available to build on and extend children's learning. Staff are kind and caring in their approach and support children with their individual needs. Children develop positive relationships with the staff and know who to go to for comfort or reassurance. Children who need additional help are well supported with their emotional well-being. Staff regularly observe children and use assessments to check their progress. They generally plan a curriculum that follows individual children's interests and helps children develop skills for the future. Children have good opportunities to develop their physical skills as they take part in activities and play outdoors. They enjoy balancing on blocks and mark making with chalks. The manager takes appropriate action to support children who struggle with regulating their behaviour, particularly children with special educational needs and/or disabilities (SEND). However, the same level of expectations of children's conduct is not applied consistently by all staff. Subsequently, not all children learn how to manage their behaviour and securely develop a sense of right or wrong.

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

- The manager and staff are working together to manage the recent changes made to the nursery. Many of the staff are newly recruited. They show determination to improve and develop the quality of education provided for children.
- Teaching is variable. Although staff play alongside children and make activities entertaining, they do not always promote and extend learning well enough. There are times when staff miss opportunities to engage with children and extend and challenge their overall learning experiences. For example, during a fruit-tasting activity, staff did not use this opportunity to develop children's understanding of sweet and sour.
- The nursery's special educational needs coordinator is knowledgeable. She works closely with a range of health and SEND professionals. Children with SEND benefit from individual education plans. The sensory playroom within the nursery provides a calming space for children.
- Managers use additional funding, including the early years pupil premium funding, to provide children with the opportunity to develop their confidence and social skills. For example, dressing-up resources have been purchased and extracurricular music sessions are provided.
- Staff organise defined areas of learning and are implementing 'in the moment' planning. This helps to support children to follow their interests, which is encouraged by staff. For example, staff provide real-life food cartons to support

children's interest in pretend cooking in the role-play area.

- Staff do not consistently implement effective behaviour management strategies to support children to have a good understanding of right and wrong from an early age. For example, when children grab toys from others or disrupt children doing activities, staff do not intervene and help them to understand how this behaviour has an impact on others.
- There are many activities available for children to choose from that develop a good range of skills across the curriculum. For example, older children help themselves to paper and scissors to practise cutting. Activities such as magnetic squares and construction blocks hold children's attention and support their concentration and problem-solving skills.
- Children learn about being healthy. They have fun doing exercises in the outdoor space. They learn how to coordinate their limbs, counting as they move. Children eat nourishing snacks and can choose to have freshly cooked meals or a packed lunch. Staff allow children to have free-flow access to the outdoor space, in all weathers, further engaging children in physical activity. However, at times, staff are not deployed effectively enough to meet all children's needs well.
- Parents speak highly of the kind and caring staff. Parents attend meetings with their child's key person where they gain information about their child's learning and development. Staff work closely with the parents of children who speak English as an additional language to help them settle. They keep parents up to date through daily feedback, emails, newsletters and an online system.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know and understand their responsibilities to safeguard children. They are aware of the signs and indicators that would raise concerns and know the procedures to follow should they have a concern about a child's welfare. The premises are safe and secure. The provider follows effective procedures when recruiting new staff. Daily risk assessments are carried out in the indoor and outdoor environments to help minimise risks and to ensure that they remain safe places for children to play.

What does the setting need to do to improve?

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

- improve monitoring of the quality of teaching, to ensure that staff consistently engage children and provide good-quality interactions that extend and challenge their overall learning
- improve staff's understanding of effective staff deployment procedures, to meet the needs of all children, particularly during free-flow time in the outdoor area
- ensure that all staff implement effective behaviour management strategies so

that rules and boundaries are applied consistently and fairly, to help children to manage their own behaviour and develop a sense of right and wrong.

Setting details

Unique reference number	509704
Local authority	Richmond Upon Thames
Inspection number	10138177
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	38
Number of children on roll	48
Name of registered person	Gardiner, Sangeeta
Registered person unique reference number	RP909512
Telephone number	0208 892 0052
Date of previous inspection	26 April 2016

Information about this early years setting

Windsor Kindergarten is a privately owned nursery school and after-school club which operates from St Mary's Church Hall, Twickenham, in the London Borough of Richmond upon Thames. The nursery school registered in 1988 and the after-school club in 2006. The nursery school is open each weekday for 50 weeks a year from 8am to 6pm. The after-school club is open each weekday for 38 weeks a year from 3.15pm to 6.15pm.

Information about this inspection

Inspector
Frances Oliver

Inspection activities

- The manager and the inspector carried out a learning walk and discussed the learning intentions of resources and activities.
- The inspector looked at relevant documentation, including evidence of the suitability of staff.
- A joint observation of an activity led by a staff member with a group of children was evaluated by the inspector and the manager.
- Discussions were held with staff and the children at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.

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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