

Inspection of Winston House Preparatory Kindergarten

Winston House Preparatory School, Blackberry Court, Queen Mary Avenue, High Road, London E18 2GF

Inspection date: 16 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children love coming to nursery and are happy here. They are well behaved and caring towards each other. Staff have high expectations for children's achievements. Children investigate and experience things. They enjoy their learning. Children develop their own ideas and make new friends. Older children recognise and name different colours and numbers. In addition, they learn about the differences and similarities in shape and size. Younger children develop their physical development well. Staff plan and sequence children's learning effectively so that children learn in stages. For instance, children mould play dough as they develop their small-muscle skills in preparation for when they are ready to write.

Children enjoy sharing books and take part in extended conversations as they build on their vocabulary. Children sing along to familiar songs. They pick out farm animals, name them and talk about how they look. Children explore outdoors. They use the space to move, run, walk and ride wheeled toys. Children play safely, assess risks and develop the skills to manage new situations. Children learn to negotiate, share, take turns and consider others' perspectives. They play imaginatively outside. For instance, children 'cook' pasta, put the oven on and set the timer. Children talk about their real-life experiences, such as visiting a restaurant. They use bowls, spoons and spatulas to represent what they know. Children solve problems as they measure and pour the pasta into dishes and share the food out.

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

- Staff support the diverse group of children and families who attend the setting effectively. For example, children learn about each other's families and backgrounds as they bring in photos which are displayed. Staff teach children about different cultural festivals which represent children's heritage. Children's individual home lives are valued and integrated into the setting. Staff teach children about people who served in the war and helped the country. Children make poppy displays for the festival of Remembrance Day.
- Children have the freedom to choose what they want to do. They express their preferences and decisions. Children take part in all activities, such as pretend cooking, and are treated equally. This helps to support their emotional and social development.
- Overall, partnerships with parents are good. Parents speak positively about how their children have progressed. They appreciate the advice that they have been given to support their child's learning at home. However, staff occasionally do not talk to parents about what language their children speak at home and obtain key words to support children who speak English as an additional language further.

- Staff place an emphasis on putting children's language at the heart of the curriculum overall. They have a high number of quality conversations with children throughout the day. Staff encourage children to talk to each other. They comment on what children are doing or are interested in, and add new vocabulary.
- Staff observe and assess children when they start and continually plan for their next steps in learning. They know children well and provide a home-from-home and caring environment where children flourish.
- Staff implement effective care routines to help ensure that children's personal needs are met so that they are well cared for at the setting. They provide healthy meals and talk to children about the importance of eating a healthy diet. This helps to prepare children for later life.
- The quality of the education is good and children are well prepared for school. Staff have clear knowledge of the procedures in place to support any children who may have extra needs and they work with external agencies.
- Leaders support staff to develop and improve their professional practice. Staff are encouraged to undertake further training to help them understand and implement the changes in the early years foundation stage. Staff morale is high and staff have been working at the setting for many years. This helps to provide continuous stability for children.
- Children develop their early literacy skills. For example, they enjoy mark making in shaving cream. Children use the wheels of small cars to make squiggly lines and shapes. They are in awe of the sensory experiences and rub the shaving cream on their arms. Staff extend the activity and they talk about their experiences at the car wash. Children are excited and pretend to be at a car wash.
- Children learn about the world around them. They go on nature walks and observe with all their senses. Children look for the autumn leaves, acorns and conkers.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their responsibilities to identify, recognise and take action if they have concerns about a child's welfare at the setting or at home. Staff have a good understanding of broader safeguarding issues, such as exposure to extreme views and behaviours. They understand the whistle-blowing procedures and the need be alert to any inappropriate behaviours within the staff team. Leaders keep up to date by attending local authority forums and cascade new information to staff. They carry out regular checks on staff's knowledge and ensure their ongoing suitability. The setting is safe and secure and hazards are removed. Staff understand the setting's policies and procedures to help keep children safe and secure.

What does the setting need to do to improve?

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

- talk to parents about what languages their children use at home and gather key words to support children who speak English as an additional language further.

Setting details

Unique reference number	EY393229
Local authority	Redbridge
Inspection number	10214209
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 at time of inspection	0 to 4
Total number of places	50
Number of children on roll	15
Name of registered person	Educational World Limited
Registered person unique reference number	RP906501
Telephone number	0208 5056565
Date of previous inspection	26 October 2018

Information about this early years setting

Winston House Preparatory Kindergarten registered in 2009. The setting is open all year round, from 8am to 6pm, Monday to Friday. The provider employs five members of staff. Of these, one holds qualified teacher status, three are qualified to level 3, and one holds a qualification at level 5. The setting provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The provider and the inspector completed a learning walk together.
- The inspector carried out a joint observation of an activity with the provider.
- The inspector spoke to children and parents during the inspection, and took account of their views.
- The inspector observed the interactions between staff and the children, and considered the impact this has on children's learning.

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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