

Inspection of Chelsea Pre-Prep School & Nursery

St. Andrews Parish Church, 43 Park Walk, LONDON SW10 0AU

Inspection date:

7 December 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are enthusiastic learners, who love coming to nursery as they thrive within this rich and enchanting environment. Children are extremely happy and demonstrate high levels of emotional security, confidence and self-esteem. Children's interests and love of learning are at the heart of every decision staff make. Staff support children in developing independence rapidly through daily routines and experiences. Children thoroughly enjoy exploring the carefully planned environment in an unhurried atmosphere. They make independent choices from highly motivating activities that capture their curiosity for learning. Experiences are continually evolving, both indoors and outdoors. Children are completely involved in play and learning. They consistently smile and laugh together. For example, children are fascinated when they discover how their reflection changes in different sized baubles hanging on the trees. They smile and giggle with excitement, and they relish the praise they receive from staff. Children demonstrate excellent spatial awareness and coordination as they run and chase in the garden. Children confidently talk about their learning. They use some rich vocabulary.

Children enjoy learning about sustainability, adding recycling bins to their classrooms and reducing plastic packaging in their lunch boxes. Children behave extremely well; they work together and cooperate exceptionally well as they build Santa's sleigh. They show secure relationships with staff and happily seek reassurance when needed, in the form of a supportive hand or cuddle.

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

- Staff are highly skilled and knowledgeable and demonstrate a deep understanding of how children learn. They plan and implement a sequential curriculum based on the nursery approach, children's interests and the next steps in their learning. All children make outstanding progress in relation to their starting points, including children who speak English as an additional language and those with special educational needs and/or disabilities. Assessment is rigorous and identifies areas where children need extra help, and steps to support this are put in place.
- Children thoroughly enjoy their learning and show a keenness to explore and discover. They develop a love of literature. They know how to handle books and are excited to listen to and join in with stories. Staff encourage and ignite their imagination as children confidently re-enact familiar stories. They know songs and rhymes and recite them with great enthusiasm. Staff skilfully question children to link what they are reading to their own experience. For example, during the story of the 'Polar Express', children enthusiastically board the train to imagine what they can see from the window of the train.
- Staff use a wide range of effective strategies to support children's language

development. They talk clearly and give children plenty of time to practise speaking. Staff in the younger children's rooms listen and repeat any words that children say, supporting this with Makaton signs. Older children become confident speakers and develop an extensive range of vocabulary. Staff are well qualified and experienced. Their high-quality interactions and inspiring conversations help to develop children's vocabulary and confidence in speaking very well. For example, children have discussions as they make mud pies in the mud kitchen, eagerly gathering the correct ingredients detailed on the recipe cards.

- Staff know the children extremely well and can talk about their needs, next steps in learning and unique personalities in depth. They use their knowledge of children's interests to create exciting development opportunities. For example, children enthusiastically engage with physical activities to develop their core strength, build bridges to balance on and enjoy jumping across stepping stones.
- Leaders and staff build impressive, effective relationships with parents. They get to know them and the children very well indeed. Leaders and staff fully engage parents in their children's learning and keep them updated about progress. Parents comment on how the home learning is effective in supporting their children with weekly tasks. This strong partnership helps to raise outcomes for children to the highest level.
- Leaders have established a wide-ranging system to support staff in further developing their knowledge and skills. The knowledgeable leaders consistently work alongside staff to share their vision and expertise. This helps to give staff a broad understanding of how children learn and develop. This has an extremely positive impact on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding and children's welfare are given the utmost priority. Staff have an excellent understanding of the signs and symptoms of abuse and neglect. They are confident to refer any concerns to the relevant agencies. Staff attend regular training to ensure they keep up to date with new safeguarding legislation. They also have a highly detailed awareness of modern day issues, such as children and families at risk of radicalisation. Leaders and staff know how to manage allegations about staff conduct. Procedures for recruitment and selection are extremely robust to ensure the suitability of staff. Children play and learn in a secure, well-maintained, enchanting environment, where staff are vigilant to any potential risks.

Setting details

Unique reference number	EY393954
Local authority	Kensington and Chelsea
Inspection number	10138053
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	82
Name of registered person	Chelsea Pre-Prep Limited
Registered person unique reference number	RP535482
Telephone number	020 7352 4856
Date of previous inspection	14 April 2016

Information about this early years setting

Chelsea Pre-Prep School & Nursery registered in 2009. It is located in the London Borough of Kensington and Chelsea. It is open each weekday from 8.30am to 4pm during term time only. There are 16 members of staff, some of whom hold qualified teacher status and others hold early years qualifications. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The leadership team and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observation of a language activity with the headteacher.
- The inspector spoke to several parents during the inspection and took account of their views.
- The leadership team showed the inspector documentation to demonstrate the suitability of staff.

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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