

Inspection of The Park SW11 Kindergarten

St. Saviours Vicarage, 351 Battersea Park Road, London SW11 4LH

Inspection date: 8 February 2022

Overall effectiveness	Outstanding
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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 happy and safe as they thrive at this setting. Staff have exceptionally high expectations of all children within an ambitious curriculum. Children join in planned activities with great enthusiasm. Children eagerly enter the setting confident in the knowledge that there will be something exciting or interesting for them to do. They concentrate for very long periods, becoming fully engrossed and gaining a wealth of skills and knowledge. For example, children have great fun cutting cooked spaghetti as they practise their scissor skills. This supports children to develop their coordination and strength in their hands.

Children are independent learners. They are settled and make excellent use of the freedom they have to explore the wonderful resources and books to choose from. For example, children enjoy joining their friends to compare and measure the water they collect using pipettes to fill their cylinder tubes. Children's behaviour is impeccable. They are happy, calm, friendly and develop some mature social skills for their ages. Younger children share, take turns and show great kindness to each other. Older children are excellent role models and are keen to lend a hand to those that need it. Children develop a love of different styles of music as they join regular ballet sessions. They listen and follow instructions to move their bodies to the music.

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

- Staff are highly skilled and provide a curriculum that helps children to progress through the stages of learning. They embrace children's interests and provide learning that is highly engaging through a sequential curriculum. Children's experiences over time are planned to ensure that they have the essential skills which they need for their move on to school. All children, including those with special educational needs and/or disabilities, make excellent progress.
- Leaders and staff have a thorough knowledge of how children learn. They are very successful in supporting each child to reach their full potential. Staff plan activities and experiences that are precisely targeted to meet children's individual learning needs. Staff's warm and caring interactions give all children confidence to try things for themselves and very successfully promotes their emotional well-being. For example, children use the 'beat baby' to support them emotionally. Children can talk to the toy when upset or need to be calm.
- Staff encourage children to investigate and have a go at activities. This helps children to become inquisitive learners. Children get excited by new activities, becoming fully immersed in what they are learning. For instance, children excitedly test how much water and mud they need for their castle to stand once the bucket is turned over.
- Children's acquisition of language is fully supported by staff. Staff expertly ask

children questions and allow them to think of a range of answers. When children are unsure, staff provide potential answers to promote further discussion. This helps children to become highly skilled thinkers. Staff support children with English as an additional language to develop good speaking skills. For example, staff speak to children in their home language as well as children listening to stories and songs in their home language.

- Staff plan opportunities for children to develop their mathematical skills into all activities. They expertly adapt their teaching to suit children of all abilities. Children eagerly categorise different-sized diamonds from an assortment of gems. They explain to each other that some are so tiny you have to squint to see them. Children enjoy counting as they set plates for snack and sorting measuring sticks in height order.
- Parents compliment the setting. They state that they have nothing but high praise for the setting. Parents are supported from their children's first settling-in visit. Staff ensure that children and parents are happy and comfortable. Parents have confidence in the progress that their children are making. Staff help parents to understand what their children are learning and how to support their future learning.
- Staff support children to develop healthy lifestyles. Children enjoy a range of fruits for snack and healthy lunches from home. Children have plenty of opportunities to be physically active. They enjoy sports and ballet sessions, as well as weekly forest-school sessions. Children are confident at managing risks, such as safely climbing up and down the stairs to the garden.
- Leadership and management are extremely strong. Staff consistently report high levels of support for their well-being. Leaders have effective engagement with staff through supervision sessions and focused actions for professional development. For example, staff have opportunities to undertake a recognised qualification in childcare, as well as furthering their training in leadership qualifications. There are strong shared values between leaders and staff. This is evident through the quality of practice, which ensures that children receive the highest quality of education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a robust understanding of the possible signs and symptoms of abuse. They have an effective knowledge of a broad range of safeguarding concerns, including extremist beliefs and radicalisation. Staff know how to act swiftly to report any concerns and allegations about adults who may be a risk to children. They regularly attend training and complete courses to ensure that their knowledge is up to date. Leaders have robust recruitment procedures in place to ensure staff's ongoing suitability.

Setting details

Unique reference number	EY366818
Local authority	Wandsworth
Inspection number	10128462
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 at time of inspection	2 to 4
Total number of places	30
Number of children on roll	22
Name of registered person	The Kindergartens Limited
Registered person unique reference number	RP903415
Telephone number	01622 833 331
Date of previous inspection	23 October 2013

Information about this early years setting

The Park SW11 Kindergarten is one of 10 pre-school nurseries which are run by The Kindergartens Limited. It registered in 2008. The setting cares for children from the age of two years. It operates during term time, Monday to Friday. The setting offers sessions from 9am until 12.15pm and from 1.15pm and 4pm. The principal holds qualified teacher status. Six staff hold relevant childcare qualifications and one is unqualified. The setting provides funded 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 the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The principal and the 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 carried out a joint observation of a language activity with the principal.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times during the inspection.
- The principal showed documentation to the inspector 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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