

Inspection of Windsor Kindergarten

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

Inspection date: 17 February 2022

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

What is it like to attend this early years setting?

The provision is good

Children flourish at this welcoming and inclusive nursery. They demonstrate that they are happy and settled as they confidently make choices about their play. Children build close bonds with the caring staff. This promotes their emotional well-being and helps them to feel safe and secure. Children joining the nursery are well supported by their key persons and quickly adapt to the environment and routines.

Children enjoy the opportunities for learning. They display confidence as they make choices and show enthusiasm as they explore their own interests. For example, children are curious about the 'minibeasts' that live in their garden. They use a poster to identify them and ask staff for more information. Children are inspired to attract a wider variety of wildlife to their garden. They demonstrate this by creating a 'bug hotel', using natural resources they have gathered with staff on visits to woodlands.

Children respond positively to the high expectations of staff. They develop good social skills, such as how to share, take turns and behave at mealtimes. Older children confidently share ideas and cooperate during imaginative role play. Children learn to be independent and show satisfaction in doing things for themselves. For instance, they serve themselves at mealtimes, eat with cutlery and scrape their plates when they have finished.

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

- The manager regularly reviews the provision to identify any areas for improvement. She receives good support from the provider and the local authority improvement officer, to improve practice. She supports staff to develop the quality of education, such as through supervision and additional training. Staff describe how training has helped them to promote children's communication and literacy skills more effectively.
- The curriculum is ambitious and supports all areas of children's learning. Staff closely monitor the progress children make. They identify where children may need extra help, to prevent them from falling behind in their learning. This includes working with other professionals and providing targeted support, where needed.
- The provider uses additional funding well to support children's individual learning requirements. For example, some children receive one-to-one support from specialist staff, to help them access the learning experiences. Children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress, in relation to their starting points.
- Staff promote children's language and communication skills very well. For

example, they provide lots of opportunities for children to practise listening and speaking, such as by enjoying stories and songs. Staff also provide visual aids, such as a pictorial timetable, to help children understand routines and make choices.

- Children have lots of opportunities for vigorous play outdoors. This helps to support their physical health and well-being. For instance, children and staff build an obstacle course in the garden. They demonstrate good strength as they carry and construct with heavy logs and planks. Children practise skills such as climbing, jumping and balancing, as they move around the course. Staff encourage children to solve problems and ensure the course is safe. This supports them to understand and manage risks.
- Staff join in enthusiastically with children's games and use spontaneous opportunities to extend their learning. For instance, staff notice children running around in the playground and use this to support their understanding of mathematics. They encourage children to count how many seconds they take to complete a circuit and to record this by making marks or numbers on a chalkboard.
- Staff support children to understand and respect the feelings of others. For instance, they remind younger children that their peers may not want a cuddle 'at the moment'. They teach them to ask their friends first and accept their views. Children behave well and show kindness towards others.
- Parents speak positively about the provision. They describe friendly relationships with the staff and say their children enjoy attending. Parents appreciate the daily feedback on their children's care. However, some parents say they would like more information about what children are learning at nursery, to help them support this further at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of safeguarding issues. This includes wider topics, such as the risks to children's welfare from domestic violence or radicalisation. Staff know how to identify the signs of possible abuse and the procedures to follow if they are worried about a child's welfare. They understand what they must do if there is an allegation or concern about an adult working with children. The manager and provider complete robust checks, to ensure staff are safe and suitable for their roles. The manager and staff assess risks and follow nursery procedures to help maintain a safe and secure environment for children.

What does the setting need to do to improve?

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

- develop further ways to share information about children's learning with parents,

to enable them to support and continue children's learning at home.

Setting details

Unique reference number	509704
Local authority	Richmond Upon Thames
Inspection number	10143923
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	1 to 4
Total number of places	38
Number of children on roll	43
Name of registered person	Gardiner, Sangeeta
Registered person unique reference number	RP909512
Telephone number	0208 892 0052
Date of previous inspection	14 January 2020

Information about this early years setting

Windsor Kindergarten is a privately owned nursery school and after-school club. It is run as a limited company under S & S Education Limited. The kindergarten is situated in Twickenham, in the London Borough of Richmond upon Thames. The day care provision registered in 1988 and the after-school club in 2006. The provision is open each weekday, from 8am to 6pm. The after-school club is open each weekday during term time from 3.15pm to 6.15pm. The club also offers childcare during school holidays. The provider employs eight staff to work with the children. Of these, seven have early years qualifications at level 5, level 4, level 3 and level 2. The provider offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Sarah Crawford

Inspection activities

- This was the first routine inspection the provider has received, since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the setting.
- The manager showed the inspector around the nursery premises, she explained how they organise the environment and learning programmes for children.
- The inspector observed a range of activities and interactions between children and staff, to evaluate the quality of the education. This included a joint observation with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The inspector met with the manager and provider, to discuss leadership issues, such as self-evaluation and the recruitment of staff.
- The inspector looked at some of the nursery's documents, including safeguarding policies, risk assessment, staff suitability checks and paediatric first-aid certificates.

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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