

Inspection of Imagination Preschool Ltd

86-88 Inner Park Road, London SW19 6DA

Inspection date: 18 July 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The provider does not assure children's safety at the setting because leaders lack understanding of the requirement to notify Ofsted of any changes to persons forming part of the registered body. Despite this, children are happy at the setting, and on arrival they part from their parents with ease, keen to start their day. An effective key-person system helps children to feel settled and secure throughout their time at the nursery. Staff get to know children well and prioritise building nurturing relationships with them. Overall, staff help children to extend their knowledge and broaden their learning. For example, children learn that it is very important to wear sun cream and drink lots of water in the hot weather so that they can stay safe and well.

Children are confident and have positive attitudes towards learning. They readily join planned sessions or happily lead their own play. For instance, during circle time, children lead the conversation as they talk about countries included in their heritage and look at visual resources to support this. Staff use activities to help children learn how to share and take turns with others. Children say, 'you can have a turn now,' as they play and share resources. Staff respond with high praise, boosting children's confidence and self-esteem. Children behave very well. Staff are good role models for them, and children naturally say 'please' and 'thank you' with few prompts.

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

- The provider appointed a new director and was not aware that they needed to notify Ofsted. Therefore, Ofsted has not been able to carry out the required checks to determine this person's suitability, which compromises children's safety.
- The manager plans a broad and ambitious curriculum based on what children already know and can do and what they need to learn next. Adults take into consideration children's interests and their level of involvement in activities. Children learn how to melt ice using warm water and salt and learn how many items they have if they add 'one more.' All children, including those who need additional help, receive targeted support. This means they make good progress from their different starting points.
- Overall, children's communication and language skills develop well. All children receive focused support in a twice weekly language group. Staff talk to children and engage them in conversation. They use visual aids and sign language to enhance their interactions. Most staff members extend children's critical thinking and language abilities as they play.
- Leaders have recognised the impact the COVID-19 pandemic has had on children's emotional development. There is a calming area on entry to the

nursery where children can explore sensory items or talk about their emotions in a quiet space. Staff use opportunities throughout the day to talk to children about their feelings. As a result, children begin to learn how to recognise and manage their emotions independently.

- Children learn to respect one another and recognise individuality and diversity. Children choose from a wide range of resources, and celebrate festivals that reflect their different backgrounds and those of the wider community. For instance, children learn about the Pride festival and make samosas at Ramadan. At lunchtimes, children eat food from a variety of different cultures. As a result, children are well prepared for life in modern Britain.
- Parents of children with English as an additional language are asked to record words and phrases in their home languages for use at the nursery. This supports children's language development and helps them feel welcome at the setting.
- Children's independence skills are developing very well. They tidy up at the end of sessions, cut up and eat fruit at snack time and change into their 'indoor shoes' when they arrive at the nursery. Children make good progress in physical development. They challenge themselves in yoga, manipulate play dough as they make different flavoured ice creams and use a zip wire as they explore in the woods.
- The manager plans carefully and uses additional funding to benefit those who need it most at the setting. Children go on visits to the theatre and the museum, and their experiences broaden their knowledge about the world around them.
- Parents speak very highly of the setting. They say that their children 'progress naturally and quickly.' There are regular parent meetings to discuss children's achievements and next steps. Parents particularly praise the support their children receive before making the transition to school. The manager organises visits to new settings. This supports children with their emotional well-being at a challenging time.
- Staff feel well supported by leaders at the setting and talk about training that has improved their practice. For instance, training has improved their skills in signing with children. Most staff promote children's communication and language skills at the setting. The manager recognises this and will work towards improving skills in this area.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety at the setting is not assured because of breaches in the requirement of when to notify Ofsted. Despite this, the manager and staff members have a secure knowledge of the signs and symptoms that might suggest a child is at risk of harm. This includes safeguarding issues such as children being exposed to extreme ideas. The manager and staff know the correct action to take if they have a concern about the welfare of a child, parent or an adult working with the children. The manager is vigilant about keeping children safe outside the nursery. Staff carry out risk assessments, children wear high visibility jackets and staff exceed ratio requirements at such times. Younger children wear safety reins

and older children hold hands with each other.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure all people who make up the registered body are known to Ofsted so that they can carry out checks to ensure they are suitable	31/08/2022

Setting details

Unique reference number	2525639
Local authority	Wandsworth
Inspection number	10208266
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	19
Name of registered person	Imagination Pre-School Ltd
Registered person unique reference number	2525638
Telephone number	07432145888
Date of previous inspection	Not applicable

Information about this early years setting

Imagination Preschool registered in 2019. It operates in Southfields, in the London Borough of Wandsworth. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery employs 11 members of staff, two of whom hold appropriate early years qualifications at level 6. The nursery provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jacquie Brown

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector reviewed a sample of documentation.

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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