

Inspection of Kindergarten in the Wood

37-41 Grove End Road, London NW8 9NG

Inspection date: 1 September 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children happily return to the nursery after the summer break. They are very keen to explore the activities prepared for them. Leaders implement effective settling-in arrangements, such as home visits, which support new children and their families during the time of the adaptation. Staff take time to talk to each parent when children arrive. This means that the transition between home and nursery is easy for children. Staff know the children very well and build trusting relationships with them. Their attentive and caring approach towards children helps to ensure that children feel safe and their needs are met. Children confidently approach staff for comfort and reassurance when needed. Through their enthusiasm for learning and their self-confidence, children show that they feel valued and loved.

Children learn about the importance of healthy lifestyles and the benefits of regular toothbrushing. The nursery provides a nutritious menu and caters for specific dietary needs. Mealtimes are sociable occasions for children. Staff encourage children to cut and share fruits with each other that they bring from home. Children learn to clean plates and tables after mealtimes. This helps to develop children's sense of responsibility and enhances their self-care skills further.

Children behave well and display positive attitudes towards learning. Staff use timely assessments to inform their planning. They have high expectations of each child. All children make good progress in relation to their starting points. This includes children with special educational needs and/or disabilities, children who speak English as an additional language and those who receive funding.

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

- Leaders design the curriculum based on children's interests and what they need to learn next. There is a strong focus on building trusting relationships and helping children to become confident and resilient learners. Staff support children's personal, social and emotional development very well.
- Staff are enthusiastic and keen to engage and interact in children's play. However, on occasion, staff do not consistently implement the curriculum for communication and language. For example, at times, they concentrate on linguistic concepts that are too advanced for children's age and stage of development. Occasionally, staff do not focus clearly on the intended learning of the activity, to ensure that children's learning is maximised.
- Children develop a strong interest in books. Babies happily snuggle into staff's laps ready for shared reading. They explore texture books and learn the correct way to hold them. Staff engage children as they read familiar stories. Older children re-enact what they have learned during meaningful conversations.
- The outdoor area is used well to support children's physical development.

Children enjoy exploring water, using bicycles and a climbing frame. They practise their balancing skills, as they are challenged by staff. Children participate in regular vigorous activities, including playing sports. Staff support babies' physical needs well. They have plenty of space to move around and practise their new skills, such as crawling or walking.

- Children have many opportunities to practise and strengthen their small muscles. For example, children explore a range of textures such as play dough and sand. Children make marks with chalk and colourful pencils. This prepares them well for next stages in their learning.
- Since the last inspection, leaders have worked tirelessly to make all the necessary improvements so that every child is kept safe. They designed clear policies and procedures and ensured all staff understand them well. This provides an environment where children are safe and secure.
- Staff provide exciting ways to promote children's knowledge and understanding of the world. For example, children learn how bees make honey, a part of the preparation for the upcoming celebration of Rosh Hashanah.
- Leaders evaluate the practice regularly. Staff feel supported by them and speak about workload being manageable. Although suitable training is available, leaders do not always provide staff with individual and specific targets so that they can develop their teaching skills even more.
- Parents speak highly of the caring staff. They say that staff keep them informed about their children's learning and progress. For example, staff share information via an online application. Parents say that children practise with them skills they have developed from attending the nursery. This supports children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to keep children safe. They receive regular safeguarding training and updates. Staff understand what to do if they have any concerns that a child may be at risk of harm. Leaders and staff are confident in what to do if they have concerns about the conduct of a colleague. The manager stays up to date with any developments in safeguarding by attending training held by the local authority. Leaders follow safe recruitment procedures to help ensure that staff are suitable to work with children. Staff complete daily risk assessments to make sure that the premises, indoors and outdoors, are safe.

What does the setting need to do to improve?

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

- further strengthen the implementation of the curriculum for communication and language so that staff focus more clearly on the intended outcome of the activity

to maximise children's learning

- to build on existing arrangements for professional development by providing staff with individual and specific targets, so that they can develop their teaching skills even more.

Setting details

Unique reference number	135095
Local authority	Westminster
Inspection number	10239069
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	37
Name of registered person	United Synagogue
Registered person unique reference number	RP910804
Telephone number	020 7286 3859
Date of previous inspection	2 March 2022

Information about this early years setting

Kindergarten in the Wood is situated in a synagogue in the London Borough of Westminster. The nursery is open for 45 weeks of the year, Monday to Thursday, from 8am to 6pm, and on Friday from 8am to midday. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs 13 staff, 11 of whom hold relevant qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Agnes Wink

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector discussed the curriculum together during a learning walk.
- The manager and the inspector evaluated an activity together during a joint observation.
- Relevant documentation was checked and discussed, such as Disclosure and Barring Service checks, first-aid training and staff suitability checks.
- The inspector had discussions with staff and parents and took their views into account.
- The quality of education was observed and the inspector assessed 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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