

Inspection of Thomas's Kindergarten

The Crypt, St Mary's Church, Battersea Church Rd, London, London SW11 3NA

Inspection date: 13 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 enjoy playing in the calm, well-resourced learning environment at the kindergarten. During free-play time, children make positive choices about their learning and apply themselves fully to their tasks. Children make imaginative work at the easel with paints, chalks and markers. They start to learn about cause and effect, for example, when they make designs using digital technology. They explore sand and water where staff introduce language to help them develop their early mathematical vocabulary around volume and shape. When it is time for group learning and story time, children help tidy up and join the rest of their peers.

Children listen to each other and the adults who care for them. For example, they follow instructions well when it is time to get ready to go outside and play. Staff have high expectations for all children and support them to be independent learners. Staff are good role models. They demonstrate the respectful behaviour they expect from children. Children form strong bonds with staff. When they are upset or need a cuddle, staff respond with care and affection. Staff show enthusiasm and give children plenty of praise for their creations and good behaviour. This gives children the support they need to be confident and independent learners.

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

- Children have access to a range of carefully considered activities and experiences throughout their time at kindergarten. Staff observe children as they play to gain an understanding of their interests. Children are constantly engaged in the experiences on offer and make good progress in their learning.
- In the garden, children run and play happily. They learn about the natural environment and extend their physical skills. Outdoor play is an integral part of the kindergarten day, and leaders have further plans to develop the outdoor area to extend learning opportunities even further. This keeps children active and promotes their good health.
- Settling in is an important part of the routine in this term-time provision. Staff expect to resettle children at the start of each term, and they plan activities to help children ease back into the daily routine. Staff observe children to ensure they build on any progress children have made during the holidays. This enables them to gain a wider picture of what children know and can do. However, staff are not always as clear about planning the next steps for children with special educational needs and/or disabilities (SEND), particularly when external support is required.
- Staff support children to do things for themselves. When it is time to go outside and play, children fetch their coats and wellies. Staff patiently help the younger children to learn to dress. Older children confidently identify left from right when

putting on their boots and get coats on and zipped with minimal support.

- Children enjoy healthy, social mealtimes. They can choose to join the snack table to enjoy a range of fruits and vegetables. They sit with a member of staff who engages them in conversation on a range of topics including healthy eating. When they have finished their snack, children put leftovers in the bin and put their plates in the basin. Children develop independence and a sense of responsibility.
- Parents say they are very happy with the care and education their children receive at the kindergarten. They say the staff are kind and share useful information at drop-off and collection times. This supports strong partnerships with parents and effective communication. Staff communicate well with parents when they have concerns or to provide additional support for children with SEND. Leaders encourage parents to provide feedback to help the setting make improvements.
- Leaders foster a culture of openness, curiosity and empathy that staff say gives them confidence to discuss any concerns they may have. However, supervision arrangements need to be strengthened to enhance opportunities for individualised coaching and mentoring.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to protect children from harm. They know signs and symptoms that may indicate abuse and who to contact should they have any concerns about the welfare of a child. Staff take part in training and team briefings to keep their knowledge of safeguarding up to date. Leaders and administrators follow robust recruitment procedures to ensure the suitability of staff to work with children. Staff use effective risk assessments and check all areas of the kindergarten to ensure children are cared for in a safe environment.

What does the setting need to do to improve?

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

- provide staff with the required knowledge for their role so that planning arrangements going forward to support children with SEND remain effective
- develop further opportunities to coach and mentor staff by enhancing the supervision process.

Setting details

Unique reference number	EY405271
Local authority	Wandsworth
Inspection number	10236886
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 3
Total number of places	40
Number of children on roll	21
Name of registered person	Thomas's London Day Schools
Registered person unique reference number	RP910974
Telephone number	02077380400
Date of previous inspection	22 February 2022

Information about this early years setting

Thomas's Kindergarten opened in 1992 and re-registered in 2010. It is located in Battersea, London. The kindergarten is open from 8.45am to 3pm from Monday to Thursday, and from 8.45am to 11.45am on Friday, during term time only. The setting employs seven staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 7. The setting receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the kindergarten.
- A senior leader and the inspector conducted a learning walk and discussed the kindergarten's curriculum and what they want the children to learn.
- A senior leader and the inspector carried out a joint evaluation of an activity. The inspector observed the quality of teaching throughout the inspection and discussed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times during the inspection.

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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