

Inspection of The Castle Kindergarten

20 Henfield Road, Wimbledon, London SW19 3HU

Inspection date: 23 September 2022

Overall effectiveness	Outstanding
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 arrive at the setting excited and ready to learn as they are welcomed by familiar faces. They confidently explore the nursery environment and demonstrate that they are active in their learning. Children benefit from a highly stimulating environment. Staff plan a wide range of activities to stimulate learning and build on what children already know. For example, in the garden, children explore a sunflower head, looking at the seeds, and find a caterpillar. Staff extend learning through excellent questioning techniques that encourage children to think and share ideas. Staff offer children lots of praise and reassurance. This develops children's confidence and self-esteem, which enables them to fulfil their potential.

Children's behaviour is excellent. Staff model expectations in a calm and nurturing way. This means children are highly respectful and kind towards each other. Children play well alongside one another. They listen to each other's ideas and take turns. For example, during a story with props, children encourage each other to add their animal prop to the story board. Children thrive at this nursery and learn what they need to be successful in their future. Staff have an excellent understanding of what each child knows and needs to learn next. They use this information to plan activities carefully to help children achieve the next steps in their learning. This means that children make exceptional progress.

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

- The curriculum provided by the managers and staff is inspiring. Children's development is meticulously monitored and the shared vision for learning is implemented seamlessly. The high-quality teaching across the nursery ensures that all children make excellent progress, including those with special educational needs and/or disabilities.
- Partnership working with other agencies is exceptional. The special educational needs coordinator has developed strong links with many professionals. She works closely with all agencies involved with individual children. This helps to ensure that children's needs are continually met. Additional funding is used incredibly well to meet children's individual needs. Links with local schools help to ensure smooth transitions when children move on to the next stage in their learning.
- Staff know the children extremely well and can talk about their needs, next steps in learning and unique personalities in depth. They use their knowledge of children's interests, as well as regular topics, to create exciting development opportunities. For example, children are highly motivated to learn as they look at and describe different patterns on a variety of objects.
- Children are extremely confident due to their high self-esteem, which is beautifully nurtured by staff. They view themselves in a highly positive sense.

For example, children confidently show off a sticker for a rainbow pattern they have made. This gives children the self-worth and positive attitudes they need to succeed.

- Staff's focus on children's speech and language skills is exceptional. Children are exposed to an abundant range of new words as they play. They talk about the patterns they create as they paint. The sound of conversation and curious children's questions flows through the nursery. Staff ask thought-provoking questions that encourage children to think deeply. For example, children talk in depth about whether a starfish would live at the top of the ocean or the bottom, listening to each other's opinions. All children are extremely confident communicators.
- Children develop a love of books as staff share many interactive stories. Children are developing many early reading skills. For example, they identify sounds that letters make, to begin to read simple words. Their attempts at early writing are highly valued as they add their names to their artwork. This prepares children for the next stage of education and moving on to school.
- Parents say they are extremely happy and tell the inspector that they feel incredibly lucky that their child attends this nursery. Staff ensure that parents are able to extend children's learning at home. For example, they provide videos clips online to help parents support children's learning at home, as well as weekly newsletters detailing the topic and what the children will be learning at nursery. Parents feel listened to and appreciate the excellent communication.
- The managers and staff are evaluative and always strive to improve. A clear development plan is discussed among the manager, staff, parents and children. All staff work collaboratively and understand their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team are fully aware of their responsibility to keep children safe from harm. Staff can identify the signs and symptoms of abuse. They understand the importance of keeping clear, up-to-date records of any concerns. Staff show they are confident in reporting any concerns about children or employees to the relevant authorities. They have a good understanding of all safeguarding issues, including the 'Prevent' duty and female genital mutilation. The manager keeps staff's knowledge up to date through regular meetings. She carries out robust vetting procedures and ongoing checks to ensure staff are suitable to work with children. Staff receive a thorough induction when they start.

Setting details

Unique reference number	138239
Local authority	Merton
Inspection number	10138140
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	2 to 4
Total number of places	45
Number of children on roll	51
Name of registered person	Beverly Jane Davis & Jacqui Kelly Partnership
Registered person unique reference number	RP521964
Telephone number	020 8544 0089
Date of previous inspection	7 March 2016

Information about this early years setting

The Castle Kindergarten registered in 1994. It operates in Wimbledon, in the London Borough of Merton. The kindergarten is open each weekday from 9.15am to 3.45pm, during term time only. The setting employs ten staff. All staff hold appropriate early years qualifications, including one who holds a level 7 qualification. The setting receives government funding 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 of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- Joint observations of a language activity and a literacy activity were completed by the manager and the inspector.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that these were having on children's learning.
- Parents shared their views on the setting with the inspector.
- A meeting was held with the managers. This included a review of relevant documentation, including staff suitability and training.

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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