

Inspection of Brook Green Kindergarten

69-71 Brook Green, London W6 7BE

Inspection date: 28 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children behave well. They learn the expected behavioural boundaries and staff consistently support and praise children who are learning to share and take turns. Children show care and consideration for others. For example, when a child demonstrates unwanted behaviour, another child strokes his hand and says, 'gentle hands'. Children are self-assured, busy and display good levels of self-esteem. They are curious and remain consistently engaged. For instance, once they finish an activity, they eagerly move on to the next one to explore and learn.

Children thrive in this happy, diverse nursery. They form strong attachments with staff, who take time to build trusting relationships with children and their families. In addition, parents share their talents and regularly visit the nursery to enable children to learn about exciting past times, such as being a jockey.

Children make good progress in their communication and language development. Staff talk to children as they play. They use the correct punctuation and introduce new words to the conversation. Older children learn about letters and the sounds they represent and younger children learn about rhyming refrains as they enthusiastically finish the sentences of a well-known story.

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

- The new manager leads with passion and integrity. Her vision that 'happy children learn' can be seen throughout. Parents describe the nursery as a warm and friendly atmosphere, where their children are happy and well cared for. They also comment on how well their children are developing their grasp of the English language in a short space of time.
- Supervision arrangements to monitor staff practice are effective. Staff benefit from good training opportunities and mentoring to help them extend and develop their skills. The manager and staff work closely together to evaluate and identify where they can improve to help ensure better outcomes for children.
- Care practices are good. Children from an early age learn good hygiene practices. Children independently wash their hands when they return from outdoors and after eating. They serve their own lunch, pour their own drinks and are encouraged to feed themselves at snack and mealtimes. Mealtimes are sociable occasions, where staff sit with children joining in with their conversations. They are excellent role models. Children happily help with small tasks, such as cleaning up after lunch.
- Staff plan and provide a wide range of activities and experiences that build on what children already know and what they can do. For example, younger children use pretend telephones to make calls and develop their communication and language skills. Older children are challenged to follow a list of 11 numbers

to make calls. However, during transition times, such as story time, staff deployment is not organised consistently well. This means that there are occasions when children are not involved in purposeful play, as they are spending time waiting.

- The special educational needs coordinator (SENCo), who is also the manager, is very enthusiastic and knowledgeable about her role. Systems work well to ensure that any delays in children's development are identified. She then takes swift action taken to address these. The SENCo works closely with outside professionals involved in children's lives.
- Children's individuality is respected. Children learn about the different cultures of their friends through books in different languages, celebrating festivals from around the world and exploring different foods. Staff teach children that it is okay to be different.
- An effective key-person system helps children to feel safe and secure. Staff show respect and consideration when taking care of children's personal care routines. When changing nappies, staff talk to children to let them know what is happening. This has a positive impact on children's confidence and emotional well-being.
- Children have plenty of opportunities to develop their physical skills. They learn to use scissors with confidence and explore a range of arts and craft materials that develop muscles in readiness for later writing. Children climb, balance and enjoy plenty of outdoor play. However, opportunities for children to access the outdoor space is limited due to the nursery timetable. This hinders those children who prefer to learn in the freedom of the outdoor space.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular safeguarding and child protection training to keep their knowledge up to date. The management team and staff have a suitable understanding of the nursery's safeguarding policy and implement this effectively. They can easily identify when there is a concern about a child's welfare and know what action to take to safeguard them. The staff are aware of their duty to prevent children from exposure to situations which may put them at significant risk of harm. They carry out rigorous risk assessments of the learning environment to remove any potential risks to help keep children safe.

What does the setting need to do to improve?

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

- review nursery routines to allow those children who benefit from outdoor play to spend greater periods of time outside and to continue in their chosen play
- enhance staff deployment to ensure all children taking part in learning

experiences can benefit from the attention and support they may need to get the most from the activity.

Setting details

Unique reference number	2544267
Local authority	Hammersmith & Fulham
Inspection number	10215478
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 3
Total number of places	64
Number of children on roll	14
Name of registered person	Delfgou, Beverly
Registered person unique reference number	RP511778
Telephone number	02073714848
Date of previous inspection	Not applicable

Information about this early years setting

Brook Green Kindergarten registered in 2019. It is situated in the London Borough of Hammersmith and Fulham. The setting is open from 9am until 3.30pm, Monday to Friday during term time only. The setting employs four members of staff, of whom, two hold relevant childcare qualifications at level 3. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- This is 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 children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector conducted a joint observation of an activity with a manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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