

# Inspection of Kingsland Pre-Prep

428 Kings Road, LONDON SW10 0LJ

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Inspection date:

14 September 2022

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children have a brilliant start to their education and thrive at this nursery. Staff equip children with the language, knowledge and attributes to last them a long time. Staff encourage children constantly, and their enthusiasm is infectious. Children try incredibly hard as they learn, laugh and play. Staff use many effective ways to get the best out of children. Over time, children's confidence blossoms.

Children love their time at the nursery. They wave goodbye to their parents and carers with a smile. Their day begins with a warm welcome from nurturing and dedicated staff. Children feel safe, secure and valued because of the remarkably strong bond between staff and children. Staff support children to be kind, caring and respectful of each other. Children learn to explore and understand how to be a good friend.

Children are busy learners, who play and learn extremely well together. They show excitement and curiosity in the well-resourced outdoor area. For instance, children work out the routes to make water flow, discuss flavours of ice-cream cones when measuring out sand, and carefully navigate their way around an obstacle course.

Children's development of language and vocabulary is a particular strength of the nursery. Staff make every word count, ensuring that children hear a wide and relevant vocabulary. For example, children are encouraged to use movement words in dance. The words that children learn are carefully considered, starting with the language of their needs and wants, then conversational and descriptive language.

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

- Leaders are ambitious for all children to become active and confident learners in all areas of learning, such as early reading. They establish highly effective approaches to a curriculum where children learn important knowledge in a planned and sequenced order. For example, in mathematics, children achieve well by arranging shapes in patterns to then create their own story houses from shapes. Children excel in physical activities indoors and outdoors because this is equally very well planned, such that they progress from balancing on straight paths to curved ones.
- Staff model kindness and support children to develop very caring bonds. They do not accept any form of unkind behaviour, and they swiftly help children to sort out any minor upsets. Staff do all they can to ensure that children feel safe and happy. Children behave extremely well. They understand the importance of turn taking and sharing. Children are exceptionally polite, well mannered, and give a very warm welcome to visitors.
- From the time that children start, staff work closely with families to get an

accurate insight into children's strengths, interests and needs. They evaluate children's development precisely, which helps leaders to identify any children with special educational needs and/or disabilities (SEND). Children with SEND and other needs make excellent progress because staff follow tailored plans to support children every step of the way.

- Children's learning goes beyond the nursery. Staff help them to expand their horizons, experience and interests. Children learn about the local area and key public places. For example, they visit shops, restaurants and the local garden centre. This gives children very useful experience for when talking, learning and playing. Children listen to stories and talks from visitors, such as a dentist. This develops their understanding of the world and people from a range of community services.
- Parents are extremely pleased with the nursery. They praise the staff and leaders. Parents comment that they feel that staff meet their children's individual academic and personal development exceptionally well. They are delighted with the small-group sizes and the personalised approach. This ensures that each child's individual needs are understood. Parents commend the friendly, approachable and caring staff. They are positive about the way in which their children are well prepared for the next stage in their education. Families get involved with their children's learning at home through the regular nursery news and library books that their children bring home.
- Staff's workload is manageable because they receive excellent training in peer observations and use clear and efficient systems. This means that they can develop focused interactions for children's learning without distraction. Staff feel appreciated and valued. They say that they are also well supported by their peers.

## Safeguarding

The arrangements for safeguarding are effective.

All staff are thoroughly vetted and are trained to provide appropriate care and safety assistance to all children. Staff receive excellent safeguarding training, which helps them to identify the signs that families and children may need extra support. There are clear systems for reporting concerns and record-keeping is well organised and rigorous. Leaders use this information well, taking the right action without hesitation. For example, they know that children's attendance is important. Efficient procedures are in place to follow in children's absence, to check that they are safe.

## Setting details

<b>Unique reference number</b>	EY562588
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10190996
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	78
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Chelsea Pre-Prep Limited
<b>Registered person unique reference number</b>	RP535482
<b>Telephone number</b>	02039726666
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kingsland Pre-Prep registered in 2018. It is located in the London Borough of Kensington and Chelsea. The nursery is open during term time from 8.30am to 4pm, Monday to Thursday, and from 8.30am to 12.30pm on Friday. There are 18 members of staff, of whom some hold qualified teacher status and others hold early years qualifications. The nursery in receipt of funding to provide early education for children aged three and four years.

## Information about this inspection

### Inspector

Mrig Divecha-Talker

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with staff and children during the inspection and completed a joint observation of an activity with the manager.
- The manager led a learning walk to discuss how the curriculum and setting are organised. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents and took account of their views.

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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