

# Inspection of Pooh Corner Kensington W8 Kindergarten

St Georges Church, Aubrey Walk, Campden Hill W8 7JG

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Inspection date: 31 October 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

Outstanding

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

### The provision is outstanding

Children thrive at this outstanding setting. They demonstrate that they feel exceptionally safe and secure, separating easily from their parents and immediately engaging in the activities. Children respond positively to staff's high expectations and are extremely motivated to learn.

The curriculum is inspiring and supports children's progress across all areas of learning. Children receive excellent support for their personal, social and emotional development. For example, they have meaningful discussions with staff about their feelings. They also help to formulate the 'golden rules' for behaviour in the setting. Consequently, children display great maturity in the ways that they interact with others and moderate their behaviour. For instance, children calmly solve a dispute over a toy, one child explaining that they had it first, so their friends must wait for a turn.

Children are extremely confident to lead their own play. For example, they imagine that they are going on a trip to Africa. They have enriching conversations as they share their unique experiences of holidays and travel. Children explore themes such as good hygiene and healthy eating as they decide what they need to pack for their journey. They develop their communication and social skills as they expand the storyline and negotiate what will happen next.

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

- Leaders continuously evaluate the provision and strive for excellence. They work collaboratively with staff and constantly support their professional development. Leaders value the knowledge and enthusiasm that staff bring to the setting and care deeply about their well-being. This creates a positive working environment, where staff do their best to help children flourish.
- Staff gather detailed information from parents when children first start, to identify what they already know and can do. This ensures that staff can tailor the environment and learning programmes to suit individual children. Children, including those with special educational needs and/or disabilities, receive targeted support to help them achieve their full potential. Parents describe how staff go 'above and beyond' to ensure that their children's needs are met.
- Children display excellent attitudes to learning. For example, they show deep levels of concentration as they fill containers with water using scoops and pipettes. Staff skilfully extend children's learning, encouraging them to predict how long it will take to fill a container and which method will be the fastest. Children become highly engaged and are eager to test out their ideas and theories.
- Leaders and staff create a welcoming and inclusive environment, where each

child's uniqueness is valued. Children who speak English as an additional language have meaningful opportunities to hear and use their home languages in the setting. This includes visits from parents to read favourite books to the children. Children take pleasure in learning about the lives of others and are respectful of the differences between people.

- Children develop excellent communication skills. They enjoy many opportunities to practise speaking and listening, such as singing songs, reciting poems and sharing stories. Staff ensure that these activities are exciting and appealing, and children are eager to revisit what they have learned. For example, children are full of energy and enthusiasm as they re-enact a favourite story about a bear hunt. They recall and use new words and phrases, as they describe how they are 'squelching' through mud or 'swishing' through grass.
- Children's health is given high priority in the setting. Staff recognise that some children have limited access to outdoor play, so they ensure that this forms a key part of each child's day. Children enjoy fresh air and exercise in the nursery garden and during regular forest school outings. They learn that there are many ways to keep fit and active. For example, children have weekly sports and ballet lessons, which help them to develop excellent physical skills and coordination.
- Staff build strong relationships with parents and work extremely hard to engage them in their children's learning. Parents are encouraged to accompany children on outings and to attend parenting workshops. They are kept very well informed about daily activities and their children's progress. Parents say that staff provide exceptional care and education, tailored to each child's needs.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders successfully embed a culture of safeguarding at the setting. They ensure that all staff receive safeguarding training and understand their role in protecting children from harm. Staff confidently describe the signs of potential abuse and neglect. They know how to report concerns about the welfare of a child or the conduct of an adult. Children's safety and well-being are given the highest priority. Leaders implement robust recruitment and selection procedures to check that staff are suitable to work with children. Staff are vigilant to risks and follow the setting's procedures to maintain a safe and secure environment.

## Setting details

<b>Unique reference number</b>	EY478432
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10236379
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	The Kindergartens Limited
<b>Registered person unique reference number</b>	RP903415
<b>Telephone number</b>	01622833331
<b>Date of previous inspection</b>	1 November 2016

## Information about this early years setting

Pooh Corner Kensington W8 Kindergarten registered in 2014. It is located in the Royal Borough of Kensington and Chelsea. The setting is open Monday to Friday, from 8.45am to 4pm, during term time only. Four staff are employed to work with the children. Of these, one staff member holds qualified teacher status, one is an early years teacher and another is qualified at level 3. The setting offers funded early education for children aged three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## 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 this into account in their evaluation of the provider.
- The principal showed the inspector around the premises and explained how they organise the environment and learning programmes for children.
- The inspector observed activities and interactions between children and staff to evaluate the quality of the education. This included joint observations with the principal.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection. The inspector also took account of parents' written feedback.
- The principal met with the inspector to discuss issues such as staff recruitment and training. She ensured that documents, including staff's suitability checks and paediatric first-aid certificates, were available for the inspector to view.

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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