

Inspection of The Park SW2 Kindergarten

Telford Park Tennis Club, 35a Killieser Avenue, London, London SW2 4NX

Inspection date: 3 November 2022

Overall effectiveness	Outstanding
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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 are happy and confident in this incredibly nurturing setting. The settling-in process is highly effective. Staff celebrate children's unique qualities and, following a home visit, plan a personalised curriculum for each child. Children feel extremely safe and secure as staff build close bonds with them and their families. Children are very eager to enter the nursery and quickly immerse themselves in exciting activities that are on offer.

Children behave extremely well, maintain high levels of concentration and approach activities with curiosity. Staff consistently support children's emotional well-being by encouraging them to persevere with challenging activities. For example, when children find it tricky to use tweezers to add coloured pom-poms to make a rainbow, staff model effective strategies to support them. Children develop their fine motor skills, and staff offer high praise to celebrate children's achievements.

Staff deliver a very thoughtful and ambitious curriculum. Children have vast opportunities to develop their physical skills. They play and explore their natural environment through the use of a large, well-resourced garden. They have weekly engagement in a forest school programme, engage in specialist sports sessions, play tennis and have ballet sessions. These activities support them exceptionally well in developing their core strength and muscle development.

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

- The highly skilled staff team has a thorough knowledge of how children learn. Staff sequence the curriculum to ensure the planned activities precisely match children's individual learning targets. All children make excellent progress, including children who speak English as an additional language and children with special educational needs and/or disabilities.
- Children are expertly introduced to the diverse world they live in. Parents are invited in to read stories in their home languages. Children regularly embrace each other's religions, cultures and different languages. For instance, children share rice, chapattis and poppadoms at snack time as they join their friends in celebrating Diwali.
- Children's behaviour is exemplary. They show kindness and high levels of respect for their friends. Children know the 'golden rules' of the nursery and are highly confident to share them during circle time. Staff are excellent role models, and children fully understand their high expectations.
- Children demonstrate high levels of independence in managing their personal needs. They peel their own fruit for snack time and independently dress themselves for outdoor play. The highly effective buddy system that operates at nursery gives children opportunities to develop confidence and independence.

For example, children go in pairs to wash hands. They help each other to roll up their sleeves and wash and dry their hands.

- Staff are passionate about developing children's language and promoting a love for reading. Children learn a range of poems by heart and create their own narratives in a large story floor book. Staff bring stories to life and further develop children's imagination skills. For example, children have opportunities to re-enact the story of 'We're Going on a Bear Hunt' with sensory resources. Staff emphasise and model the prepositional language of 'over', 'under' and 'through' as they read the story. Children join in with these repeated refrains and respond to adult's targeted questioning.
- Children have vast opportunities to solve problems and develop mathematically. For example, children use a range of equipment to fill different containers. They use measuring cylinders and pipettes and discuss which is most effective in achieving their aims. Staff expertly model the mathematical language of capacity to support children's learning.
- Parents speak highly of the progress their children have made since starting nursery. They feel extremely involved in their child's learning. They know their children's targets and next steps. Parents attend curriculum meetings to fully understand what is being taught and how to support this at home.
- Leadership and management are extremely effective. Staff, on all levels, are mentored through team teaching, peer observations and supervision meetings. Staff have individualised professional development plans, allowing them to gain recognised qualifications in childcare. High levels of well-being are reported by all members of the team. Leaders show passion for ensuring that all staff have the confidence to deliver a curriculum that provides children with the very best opportunities to make exceptional progress in all areas of their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the signs of when a child may be at risk and understand their responsibilities in reporting any concerns they may have. Staff are aware of how to report an allegation against a member of staff. Regular risk assessments are carried out. Children understand how to keep themselves safe when outside of the nursery on trips. Parents and children are educated about staying safe online. Safeguarding is discussed regularly, and staff complete regular training to ensure their knowledge is kept up to date.

Setting details

Unique reference number	EY405767
Local authority	Lambeth
Inspection number	10235379
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 4
Total number of places	20
Number of children on roll	12
Name of registered person	The Kindergartens Limited
Registered person unique reference number	RP903415
Telephone number	01622833331
Date of previous inspection	13 January 2017

Information about this early years setting

The Park SW2 Kindergarten registered in 2010. The nursery operates from 8.45am to 4pm, term time only. There are six members of staff. One holds qualified teacher status, two hold early years professional status, and one is qualified at level 3. The nursery receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Penny Harman

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.
- Parents shared their views of the setting with the inspector.
- The principal and inspector conducted a learning walk together and discussed how the curriculum has been implemented and the impact this has on children's learning.
- Children communicated with the inspector during the inspection.
- 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 spoke to a range of staff and the headteacher about how the setting meets the needs of all children, including children with special educational needs and/or disabilities.
- The inspector observed the interactions between the staff and children.
- The inspector carried out a joint observation of a member of staff with the principal.
- The inspector spoke to a range of staff about safeguarding policies and procedures and professional development opportunities.
- The principal provided the inspector with a sample of key documentation on request.
- The inspector spoke with the headteacher and special educational needs coordinator at the setting.

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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