

Inspection of Ringrose Kindergarten Chelsea

St. Luke's Hall, St. Luke's Street, London SW3 3RP

Inspection date: 4 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted by warm and caring staff and cannot wait to enter to see their friends and begin the day. On arrival, parents are welcome to stay and settle their child until they feel secure to separate. This enables children to feel safe. Children are extremely happy and enthusiastic learners. They demonstrate high levels of confidence and self-esteem, and they have strong relationships with staff. The setting is exceptionally well resourced, with a stimulating and challenging curriculum.

Enjoyable activities are planned in accordance with children's interests and build on the information gathered from parents when they start at the setting. Children are busy and full of excitement at the freedom they have to develop their curiosity. For example, children create a life-sized rocket when learning exciting facts about planets and outer space. This not only develops their knowledge and understanding of the world but increases their creativity and imagination when they role play being an astronaut.

Children develop independence through well-established daily routines. For instance, they enjoy setting the table and preparing snacks for their friends. Children are supported to vocalise their needs and interact positively with their peers as they learn to share and take turns. As children progress through the nursery, they enjoy stories and learn to sit and listen to them for extended periods of time.

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

- Management has a clear vision for the setting. Managers want all children to achieve the very best. Children who speak English as an additional language are supported exceptionally well. For example, staff use resources, including words in children's home languages, to develop children's speaking skills. Children recite familiar stories and enjoy listening to audiobooks in a variety of different languages.
- Staff regularly check children's progress and use this information to ensure they are challenged appropriately. All children, including those with special educational needs and/or disabilities, make good progress.
- Children enjoy learning French in an entertaining manner with resources, including puppets. They enjoy singing 'Frère Jacques' and can name fruits and follow simple instructions in French.
- Staff are positive role models for children. They show interest in what children choose to do, respond to their emotional needs and get fully involved in their play.
- Children develop a good range of physical skills. For example, they have regular

access to a sports coach, whereby they undertake different challenges and take part in obstacle courses and ball games.

- Staff provide children with one-to-one activities that focus on reducing gaps in their communication and language. However, sometimes, children lose concentration due to noise distractions around them. This impacts on their learning.
- Staff support children's creative development well. Children roll, squeeze and knead play dough to create Bonfire Night models. They add sequins and pipe cleaners to create fireworks. Staff teach older children mathematical skills through encouraging them to count and describe the shapes they make. They share the pieces of dough among each other and learn about the concept of things needing to be fair. This includes not sharing too much or too little of the play dough to each other.
- Members of the staff team work together effectively. Staff report they feel supported by their manager and feel that their well-being is always taken into account. The manager has made it a priority to ensure that staff are happy within their roles. She meets with them individually to discuss and support their workloads. The manager also identifies staff training needs through discussion and by observing their practice.
- Cultural differences are explored through discussion and celebrations. For example, children recently celebrated Diwali. Children learn to understand their own individuality and the fact that not everyone has the same beliefs and cultural traditions.
- The nursery curriculum focuses on teaching children the life skills they will need to prepare them well for starting school. For example, children learn to take turns and follow instructions. Children learn to pour their own drinks and dress themselves. Children are making good progress and developing their confidence and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are of the utmost importance. The manager and the staff team hold good knowledge of child protection issues and are fully aware of their responsibilities to keep children safe. Staff are confident in knowing the procedures to follow to raise a concern about a child or a member of staff. The manager has attended safeguarding lead training and is confident in reporting abuse. She is first-aid trained and is aware of keeping children safe online.

What does the setting need to do to improve?

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

- minimise noise levels to enable children to concentrate when working on focused

one-to-one activities

- continue to build on the already good relationships established with parents and support children's learning even further.

Setting details

Unique reference number	105727
Local authority	Kensington and Chelsea
Inspection number	10234047
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	48
Number of children on roll	35
Name of registered person	Ringrose Kindergarten Limited
Registered person unique reference number	RP908120
Telephone number	020 7352 8784
Date of previous inspection	31 January 2017

Information about this early years setting

Ringrose Kindergarten Chelsea registered in 2000 and is located in Chelsea, London. It operates each weekday, from 9am to 12.45pm, and offers extended hours to older children. The kindergarten receives funding to provide free early education to children aged three and four years. The kindergarten employs eight members of staff, all of whom hold appropriate early years qualifications. This includes one staff member who holds early years professional status, another who holds early years teacher status, and a member of staff who holds qualified teacher status.

Information about this inspection

Inspector

Emma Mizzi

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.
- A joint observation of the quality of education was conducted and evaluated by the manager and the inspector.
- The inspector completed a learning walk with the manager to discuss how the provision is organised.
- The inspector spoke to a sample of parents to gain their views of the setting.
- A leadership and management meeting was held with the manager to discuss safeguarding arrangements and to sample documentation.
- The inspector observed children playing and learning and talked to children and staff.

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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