

Inspection of Rolfe's Nursery School

Rolfes Nursery School, 34a Oxford Gardens, LONDON W10 5UG

Inspection date: 9 November 2022

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 arrive eagerly and are warmly welcomed at the door by staff, who greet them with a friendly handshake. Children enthusiastically chat to staff and happily say goodbye to their parents. Staff are genuinely pleased to see children and are interested to hear their news.

Children are extremely active and confident to explore. They are friendly with each other and enjoy playing together. With wonderful support from staff, they learn to take turns with resources and manage their own emotions. Children are excited by the interesting activities on offer. Staff plan stimulating activities that carefully build on what children already know, adding additional challenge as they are ready. For example, younger children enjoy mark making on large sheets of paper on the floor. Older children use their mark-making abilities to create drawings and paintings inspired by famous artists.

The curriculum is well-sequenced to help children to make excellent progress. Staff use their skilful interactions to provide encouragement, challenge and recognition of children's achievements. Leaders and managers are ambitious for children to be emotionally and academically ready for school. There are strong links with local schools and teachers to help children to be ready for their future learning.

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

- Children are highly motivated and deeply involved in meaningful play throughout the day. Staff skilfully use children's interests to help them to explore new experiences. For example, staff encourage children to explore the new texture of wet sand and straw by including familiar animals and cars. This helps children to become curious and gain confidence in something new.
- The key-person system is very well established. There are excellent relationships between staff and children. Staff know children's starting points in learning well. They carefully tailor their plans to meet children's individual needs so that they can learn in the way that best suits them.
- Parents are delighted with the nurturing care which their children receive. They feel their children make rapid progress due to the mix of structured learning and play. Parents feel exceptionally well supported by staff, particularly during the COVID-19 pandemic. Staff provided learning packs for parents to use at home with their children. Communication is highly effective and parents feel well informed about their children's progress.
- Staff teach children about healthy lifestyles. Children confidently use physical equipment to climb, balance and roll with increasing ability and enjoy sports coaching. Older children learn to make decisions about their healthy snacks and prepare their own fruit. Staff talk to children about their meals, introducing new

vocabulary to describe texture and tastes. Children learn to confidently use the toilet and wash their hands independently. The nursery has recently received an award for their commitment to children's health and well-being.

- Staff support children to value and celebrate diversity. Children learn about the world around them; for example, they visit the local markets and a Spanish delicatessen. They enjoy weekly visits to a forest space to explore nature and wildlife. Staff provide books and real-life objects to give children opportunities to learn about people who are different to them. They help children to think about how their behaviour impacts on others, by encouraging children to talk about their feelings.
- Leaders and managers provide high levels of support for the established staff team. They are excellent role models and support staff to reflect on their practice through regular supervision and training. Recent plans for registering younger children have been implemented extremely well, to ensure that their developmental needs are well supported.
- There are strong strategies in place to support children who have special educational needs and/or disabilities or speak English as an additional language. Staff gather information from parents and keywords that support children's communication. Picture cards help children to express themselves and understand what to expect next. Parents share strategies that help staff to meet their children's needs. This helps children to settle in quickly and feel supported by staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a thorough understanding of safeguarding and of their responsibilities for reporting concerns. Staff receive regular training and in-house quizzes to keep their knowledge up to date. Robust procedures are in place for recording and reporting concerns regarding children's welfare. Leaders review records regularly to notice any repeating concerns. They have rigorous recruitment policies in place, to ensure that only suitable staff are employed. Staff are alert to all risks to children's safety. They assess these carefully and teach children how to keep themselves safe. For example, staff involve children in tidying up, explaining that they need to pick up toys from the floor so that they do not slip.

Setting details

Unique reference number	EY448774
Local authority	Kensington and Chelsea
Inspection number	10235833
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	82
Number of children on roll	25
Name of registered person	Alpha Plus Group Limited
Registered person unique reference number	RP531202
Telephone number	02077278300
Date of previous inspection	8 December 2016

Information about this early years setting

Rolfe's Nursery School registered in 2012 and is one of three standalone nurseries run by Alpha Plus Group Limited. It is situated in the Royal Borough of Kensington and Chelsea. The nursery is open during school term time, from 8.30am to 3.10pm, Monday to Friday. It provides funded early education for children aged three and four years. The provider employs nine members of staff, of whom three hold qualified teacher status and six have appropriate early years qualifications at levels 3, 4 or 5.

Information about this inspection

Inspector

Kyrstie Gennoe

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 the provider and has taken that into account in their evaluation of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and inspector completed a learning walk and joint observation together.
- Staff spoke to the inspector about their knowledge and understanding of their role.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoyed doing.

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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