

# Inspection of Imagination Preschool Ltd

86-88 Inner Park Road, London SW19 6DA

---

Inspection date: 12 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### **The provision is good**

Children are happy and settled in the friendly and nurturing environment. Staff know the children well and close relationships are evident. Staff cuddle children when reassurance is needed. Staff understand and follow children's individual needs when they start at the setting. This helps them to settle quickly. Children benefit from consistent daily routines in the well-organised setting. Children play harmoniously together and learn to express their needs. They are reminded of the golden rules during circle time. This is reinforced with visual aids and a song about having kind hands. Parents are given the golden rules to use at home to support consistency.

Children develop a sense of identity and of their uniqueness when they look at the world map and discuss their heritage. Staff support children to be respectful, to be kind and to learn about each other. Parents speak positively about the setting and staff. They comment that they like the communication systems used at the setting. Parents report that staff work well with them to promote children's skills. For example, toilet training and strengthening children's listening skills. They comment that their children's speech, social skills and vocabulary are improving. Staff have positive strategies to help children gain control of their emotions. For example, staff encourage children to calm down by 'wriggling it out' together.

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

- Improvements have been made since the last inspection. For example, in-house training focused on improving interaction and circle time. Leaders have regular meetings with staff to provide effective ongoing supervision. This includes supporting staff well-being which is given high priority. There is a clear sense of purpose and a shared ambition to give children an imaginative, safe and nurturing environment. Good partnership working with parents and other professionals help all children to make good progress.
- Generally, staff promote communication and language well. Younger children enthusiastically hold up their picture stick animals while they join in the song. They eagerly make the sounds of the animals and show pride when staff praise them. Staff use visual aids and sign language to engage children and support their understanding of the spoken word.
- Older children articulate their ideas and engage in discussions with good levels of confidence. However, staff do not always recognise when less confident children need help to engage in conversations. Interesting activities introduce children to the wider world. They learn the properties of ice, names of arctic animals and learn new vocabulary, such as igloo and iceberg. They visit local theatres and borrow books from the library.
- Staff ensure children go outside every day. For example, they visit the local

woods to learn about nature and to climb, run and use their large muscles in the fresh air. Staff provide activities such as yoga to help children learn to move in a variety of ways. Children carefully use tongs to pick up the popcorn and knead play dough to help strengthen their hands.

- Staff provide ample opportunities for children to explore their mathematical skills. There are a good range of resources and opportunities for counting and visually recognising numbers. For example, children successfully follow instructions, such as putting the number of buttons on their snowmen that correspond with the number on the hat.
- Staff use their knowledge and assessments of each child well to plan appropriate learning opportunities. These build on what children already know and can do. Sometimes background music distracts children and makes it difficult to listen during a planned activity. However, children are growing in confidence and learning the skills needed for their future learning.
- Staff provide children with many opportunities to develop their independence skills. Children put on their coats and shoes and persevere if they are not successful the first time. They relish the responsibility of being mealtime champion and set out the tables for lunch. Children proudly ring the bell and hold up the picture for tidy-up time. Children confidently serve themselves at mealtimes, learn to use cutlery and pour their own drinks.
- Children's good health is well promoted. For example, they enjoy a wide range of freshly prepared healthy meals. Children watch themselves carefully in the bathroom mirror when brushing their teeth. Staff have enabled children to manage their feelings with the help of a calming area and discussion using emotion stones.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their roles and responsibilities to keep children safe. They know what to do if they are concerned about a child's welfare. There are robust procedures to ensure the suitability of all staff. They understand the procedures to follow should an allegation be made against a staff member. Most staff hold a first-aid qualification. Children learn about their own safety when they regularly practise the fire drill. The high ratios of staff to children ensure good supervision. The environment is safe and secure.

## What does the setting need to do to improve?

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

- support staff to recognise when less confident children need help to engage in conversation
- consider the purpose of background music, to ensure it supports children's

learning and does not distract from planned speaking and listening activities.

## Setting details

<b>Unique reference number</b>	2525639
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10254111
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Imagination Pre-School Ltd
<b>Registered person unique reference number</b>	2525638
<b>Telephone number</b>	07432145888
<b>Date of previous inspection</b>	18 July 2022

## Information about this early years setting

Imagination Preschool Ltd registered in 2019. It operates in Southfields, in the London Borough of Wandsworth. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery employs 10 members of staff, seven of whom hold appropriate early years qualifications. The nursery provides funded early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Denys Rasmussen

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The nursery manager and inspector completed a learning walk together.
- The inspector observed activities and staff interaction. She assessed the impact of teaching on children's learning.
- A joint observation was completed with the nursery manager.
- The inspector held discussions with staff about children's achievements and looked at relevant documents.
- The inspector spoke with parents during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023