

Inspection of Clare Gardens

349 Westbourne Park Road, London W11 1EG

Inspection date: 23 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and are happy at this setting, as they settle well on arrival. They leave their parents happily. If they are showing any signs of distress, they are quickly comforted by key persons to ensure a positive start to the day. Children build positive relationships with their key persons and other staff at the setting. Staff members work collaboratively with each other to ensure that children feel safe and secure.

Staff communicate well with parents about their children's needs and achievements. Transitions between rooms are a strength. Staff manage transitions between rooms really well. This enables children to move smoothly and make good progress from when they start at the nursery up until when they move on to their next stage of education. Personalised planning, as well as communication with parents, ensures that children make good progress. The learning environment and resources are age-appropriate and support children in their play. The resources reflect the diversity within the nursery and its community. The curriculum for learning is built around the interests, needs and the cultural experiences of the children.

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

- The manager has a clear vision for the setting, which is formed around the core values of building confidence and trust for the children. The manager and room leaders work collaboratively to ensure planning for learning is personalised and connected to the children's needs and interests. Strong, early connections are built with the children at the centre, which allows very young children and their families to join the setting and remain until they are ready for school.
- Leaders ensure that staff members receive regular and personalised training. They are quick to identify where more support is needed to improve teaching and learning for the children.
- Staff build positive relationships with parents, which contributes successfully to the setting's vision of trust and confidence. Where parents need additional time or support, the setting will accommodate.
- Overall, children enjoy healthy meals at both breakfast and lunchtime. They are encouraged to make choices and develop their independence through self-service. One parent commented on the improvement of their child's eating habits since attending the setting.
- The indoor provision is good. Resources are attractive, accessible and relevant to the experiences of the children. Outdoors, children are encouraged to develop their gross motor skills. However, interactions with staff outdoors are sometimes less effective.
- In the baby room, staff take care to ensure the children are safe and enjoying

their learning. There are good levels of engagement from the children, and interaction between the adults and the children is consistently strong. For example, the children are encouraged to sit and play with cornflour in the heavy-duty plastic tray. During this activity, children show that they have grown in confidence, as they had initially looked on before deciding to have a go for themselves. Children are encouraged to use simple, single words to communicate their needs. This links directly to the curriculum intent for the children.

- The older children display their confidence in directing their own play. Leaders promote the appropriate pre-school experiences and mostly support children in the next stage of learning. Children join in enthusiastically with nursery rhymes and games. However, where the quality of education is less effective, some children do not engage in play with their friends, with less interaction or observation from staff. In addition, language and vocabulary are not always extended to challenge the most confident children.
- Parents comment on the positive representation of their children and their cultural identity within the setting. They appreciate the regular updates to the learning environment. Parents say that their children receive a good education, at the heart of which is the building of trust and confidence.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of what to do if they have concerns about a child or the behaviour of staff members. They receive regular training and are supported by the manager to further develop their own understanding of child protection and safeguarding. The managers have clear and organised systems of recording staff induction, training and for keeping up to date with safeguarding documentation. Staff risk assess the premises to identify any hazards or safeguarding concerns and take necessary action to ensure that children are kept safe. Staff supervise the children well to ensure that they are kept safe at all times.

What does the setting need to do to improve?

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

- build on the interactions staff have with children during large-group activities, particularly during outdoor play
- review the organisation of some adult-led activities to help older children remain focused and engaged in their learning.

Setting details

Unique reference number	2604982
Local authority	Kensington and Chelsea
Inspection number	10263412
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	0 to 5
Total number of places	41
Number of children on roll	41
Name of registered person	Royal Borough of Kensington and Chelsea
Registered person unique reference number	RP517519
Telephone number	0207 221 3784
Date of previous inspection	Not applicable

Information about this early years setting

Clare Gardens Nursery registered in 2020. It is situated in Ladbrooke Grove, in the London Borough of Kensington and Chelsea. The setting opens Monday to Friday, from 8am to 5pm. The setting receives funding to provide free early years education for children aged two-, three- and four-years old. There are 19 members of staff who hold early years qualifications.

Information about this inspection

Inspector

Wayne Cooper

Inspection activities

- This was the first routine inspection the setting 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 manager showed the inspector around the setting, indoors and outdoors. She showed the inspector how planning and the implementation of the early years curriculum are delivered for each room.
- The inspector checked key safeguarding and recruitment documents.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with staff and the manager about safeguarding and how they meet the children's learning and development needs.

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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