

Inspection of The Crescent II Kindergarten

Holy Trinity Church, 74 Trinity Road, London SW17 7SQ

Inspection date: 19 April 2024

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

Staff greet children warmly at the gate. They use children's home languages to say hello and chat to them about their home lives. Children are extremely well settled and happy at the nursery. Babies play very contentedly alongside their friends, and pre-school children enjoy sharing stories together.

Children are exceptionally well behaved. They learn to follow staff's expectations in the nursery, such as tucking in their chairs and tidying up their toys. Staff build strong relationships with children from the start. Babies beam with delight when their key person walks into the room. Staff meet children's individual needs in calm and nurturing ways. This helps children to feel safe and secure. Staff engage children in playful interactions that support their social skills. Toddlers roar with laughter as staff play peekaboo with them. Pre-school children become deeply engaged in role play, such as pretending to be at the spa, which helps to embed their thinking about their life experiences.

Leaders, managers and staff are extremely ambitious to create stimulating environments and learning experiences that prepare children well for the next stage in their learning and future lives. Children are highly interested in the learning opportunities that extend what they can do and know. This means that all children make excellent progress.

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

- Staff have an excellent understanding of how children learn. They use their observations of children's development effectively to plan exciting and interesting activities that stimulate children's learning to a high level.
- Children develop superb communication skills. Young children learn simple signs to say 'please' and 'thank you'. Staff extend children's vocabulary very well, such as introducing phrases like 'red leicester' to name cheese. Children gain confidence in their abilities as they join in enthusiastically with familiar songs. They develop their listening skills during exciting storytelling sessions.
- Babies develop their finger muscles, such as when they explore objects in treasure baskets. Staff support toddlers to gain confidence in their movements as they crawl and toddle up ramps and through tunnels. Older children develop their physical skills even further as they gain control to make marks and cut spaghetti with scissors. As a result, children make excellent progress in their physical development.
- Children develop skills to become independent, such as washing and drying their hands. Staff teach children to keep themselves safe. For example, they remind them to use 'walking feet' indoors and to sit down when they are eating. Pre-school children make choices about what to eat and what to play with. This

helps children to develop the skills they need for later life.

- Staff's knowledge of children's individual characteristics is exemplary. They celebrate children's achievements, such as taking their first steps. Staff engage children in conversations about past experiences, such as swimming lessons. This helps children to build a secure sense of their identity and supports their self-esteem extremely well.
- Children are highly interested in the resources and are eager to join in with group activities. Staff give toddlers time to explore natural materials alongside their friends. Pre-school children are skilfully encouraged to develop their own ideas when modelling with play dough. Children develop very positive attitudes to their learning.
- Children develop high levels of self-control. Staff recognise children who need extra support and put plans in place so children learn to control their behaviour. Older children learn to consider the needs of younger children as they cooperate in construction play together.
- Leaders and managers provide exemplary professional development opportunities for staff to develop their knowledge. As a result, staff are highly skilled in their interactions with children and carefully think about how best to teach children in their care.
- Partnerships with parents are superb. Parents speak extremely highly of staff and the excellent care their children receive. Managers use a range of communications to share information about children's learning. This means that children's development is consistently supported at home and nursery.
- Leaders and managers are highly reflective and evaluate the nursery very effectively to continuously improve children's experiences. For example, they are planning to enhance the already excellent outdoor area to make it more accessible for children in all weathers.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY367053
Local authority	Wandsworth
Inspection number	10335983
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	45
Name of registered person	The Kindergartens Limited
Registered person unique reference number	RP903415
Telephone number	01622 833 331
Date of previous inspection	4 June 2019

Information about this early years setting

The Crescent II Kindergarten registered in 1996 and is located in Tooting, in the London Borough of Wandsworth. The nursery is open all year round, from 7.30am to 6pm, Monday to Friday. There are 18 staff. Of these, one member of staff holds early years professional status, three staff hold qualified teacher status and eight staff hold childcare qualifications ranging from levels 2 to 4. The nursery receives funding to provide early years education for children aged three and four years.

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 nursery.
- The senior manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The senior manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views with the inspector.

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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