

Inspection of Christchurch Kindergarten @ Edgware

Stonegrove Gardens, Edgware HA8 7TD

Inspection date: 25 April 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff warmly welcome children as they arrive at this inclusive kindergarten. Children happily leave their parents and eagerly explore a wide range of exciting activities. Staff encourage children to hang their coats up and then find their names on the self-registration board. This helps children to gain sense of belonging and develop their independence skills. Children enjoy spending time with staff and form positive and respectful relationships. This helps them to feel safe and secure. Children behave well and are ready to learn. Overall, they make good progress in their learning.

Staff play alongside children with enthusiasm. For example, they all dance together and make music with musical instruments. Leaders have a clear vision of what they want children to learn. They design an ambitious curriculum that is based on children's interests and what they need to learn next. Staff sequence children's learning well and encourage them to share their experiences. For example, children talk about visiting a farm with their families. This leads to staff providing a range of activities to extend children's learning. For instance, staff and children discuss which animals live on a farm and what farm animals eat. Children learn new words such as 'hay'.

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

- Staff teach children about festivals and other cultures that are relevant to the children who attend the kindergarten. This helps children to learn about people and families outside their own. Staff plan activities to support children's understanding of the world and community they live in. For example, they take children to visit local parks and shops.
- Leaders strive to deliver the very best outcomes for children. They know the importance of continuous professional development for staff and its impact on practice. Leaders provide staff with regular meetings and peer observations, including video observations. However, they do not focus their evaluations sharply enough on improving the quality of education to the highest level.
- Staff are good role models. They listen closely to what children say and observe what they do. Staff know when and how to support children to resolve any minor differences. This helps to develop children's self-esteem, as they learn how to share space and resources with one another.
- Leaders and staff support children to lead healthy lifestyles. For instance, staff work with parents to ensure that children eat a range of nutritious meals and snacks. Children follow robust hygiene routines, including washing their hands and brushing their teeth. They have daily opportunities to be active in the well-equipped outdoor areas. Children run, jump, play with balls, explore water and ride wheeled toys. This helps to support children's overall health and well-being.

- Staff provide opportunities for children to practise gripping, pinching and squeezing with their fingers. This helps to develop the small muscles in their hands. Consequently, children develop their expressive drawing and mark-making skills very well.
- Staff support children's communication and language skills well. They sing, read books and engage children in regular conversations. Staff use prompts and visual objects of reference, when needed. They organise group sessions to share planned activities to develop children's attention and language. However, staff do not always ensure that these activities fully support what they intend children to learn. On occasion, this leads to some children becoming distracted and not engaged in their learning.
- Staff and the special educational needs coordinator take prompt actions to address any identified gaps in children's learning. They liaise well with parents and outside agencies to ensure that all children receive appropriate support with their development. As a result, children make good progress in their learning from their starting points in learning.
- Partnerships with parents are strong. Parents appreciate the regular updates about their child's progress. Parents of children who speak English as an additional language comment on how quickly children learn to speak English. Leaders introduce a book library to encourage children to read at home. This supports continuity of children's learning.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- use evaluations to provide staff with targeted coaching and mentoring to raise quality of education to the highest level
- focus on what children need to learn next during group-time activities to ensure that they remain fully immersed in their learning.

Setting details

Unique reference number	EY499572
Local authority	Harrow
Inspection number	10325798
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	0 to 4
Total number of places	36
Number of children on roll	39
Name of registered person	Christchurch Kindergarten Childrens Nursery Limited
Registered person unique reference number	RP900224
Telephone number	07306636164
Date of previous inspection	19 June 2018

Information about this early years setting

Christchurch Kindergarten @ Edgware registered in 2016 and is located in the London Borough of Harrow. The nursery employs eight members of childcare staff. Of these, five staff hold appropriate childcare qualifications ranging from level 2 to 4. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- This was the first routine inspection the kindergarten received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the kindergarten.
- Leaders joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- The inspector held discussions with leaders to assess the effectiveness of leadership and management.
- The manager and the inspector carried out joint observations and evaluated the quality of education.
- The inspector spoke to parents during the inspection and took account of their views and written feedback that was provided.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Leaders provided the inspector with a sample of documentation, including documentation to demonstrate the suitability of 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024