

Inspection of Kerswell Kids

Kerswell Hall, 123a - 125 Wills Crescent, Hounslow TW3 2JF

Inspection date: 10 December 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Staff provide a warm welcome. Children arrive happy and confidently leave their parents and carers at the door. Children demonstrate that they feel safe and develop a secure sense of belonging as they chat about their mornings and eagerly share family photographs with staff and visitors. Staff know the children and their families well. This helps children quickly settle in this friendly setting.

Leaders and staff place a high priority on supporting children's communication and language, and personal, social and emotional skills. Staff are skilful teachers and introduce new vocabulary, such as 'squeak' and 'puff', as children explore balloons. Staff repeat back what children say so that children can hear their spoken words. This helps to develop children's clarity of speech. Staff quickly identify any children who need help in this area and provide them with extra support. This helps to reduce any gaps in children's development.

Staff are good role models and have high expectations for children's behaviour. They teach children to play cooperatively together. For instance, staff gently share reminders and offer clear explanations to help develop children's understanding of turn-taking.

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

- Leaders are clear about their curriculum and have high ambitions for children. Staff know children well. This allows them to offer learning opportunities that sequence children's learning, helping them to build on what they already know and can do. However, at times, in the older children's room, staff do not always position themselves effectively to support children's play. This means that interactions and learning are not of as high quality when children choose to engage in child-led activities.
- Staff support children to develop a love of books. Storytelling is used to extend children's language. Staff talk about what words mean and expand children's vocabulary. Staff are skilled at capturing children's interest in stories. Children listen intently as staff bring characters to life. Staff encourage children to make predictions about what will happen next. This helps prepare children well for the skills they need for school.
- Children learn how to use mathematics purposefully during play. For example, children count how many 'puffs' are needed to blow up the balloon, eagerly telling staff when it is 'big'. Older children are learning about time as they 'cook' their pizzas made of play dough.
- Physical opportunities promote exploration and the development of children's gross motor skills. For instance, children enjoy balancing on the balance beam, climbing steps to the slide and racing up and down with buggies.

- All children, including children with special educational needs and/or disabilities (SEND) or from disadvantaged backgrounds, make good progress from their starting points. Leaders work closely with other professionals to ensure that children with SEND have personalised plans in place to meet their individual needs.
- Leaders use additional funding effectively, ensuring that children attending are offered the full learning experiences on offer. This means children are making good progress in their learning. The nursery ensures that support is offered for the family as well, for example, to gain employment.
- Staff know the children and their families very well. Parent feedback is very positive. They feel supported and say communication is a key strength, with links to direct parents to information regarding vaccinations and oral health. These successful relationships support the links between home and the nursery.
- Leaders are passionate and dedicated to achieving positive outcomes for every child. They have a clear vision for children's growth and the educational experiences they offer. Their commitment to the ongoing professional development of their team is strong. They create training opportunities tailored to the unique needs of both the practitioners and the children, ensuring that the quality of education is good.

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:

- develop staff confidence to move around the room to join children's chosen play, helping them enhance the quality of teaching to an even higher level.

Setting details

Unique reference number	EY336578
Local authority	Richmond Upon Thames
Inspection number	10375590
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	2 to 4
Total number of places	30
Number of children on roll	50
Name of registered person	Smith, Jacqueline Mary
Registered person unique reference number	RP514858
Telephone number	0208 755 3014
Date of previous inspection	6 September 2019

Information about this early years setting

Kerswell Kids registered in 2006. It is located in Whitton, in the London Borough of Richmond upon Thames. The setting is open from 7.30am to 3pm, Monday to Friday, during term time only. There are nine members of childcare staff. Two members of staff hold a childcare qualification at level 6, two staff members hold childcare qualifications at level 3 and one holds a qualification at level 2. The setting provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with parents and sampled written feedback to gather their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on the children's learning.
- The inspector and provider completed a joint observation of a group language activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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