

Inspection of Park Walk Seedlings Nursery

Park Walk Primary School, Park Walk, London SW10 0AY

Inspection date: 13 June 2025

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

Staff consider the lived experiences of individual children. They provide ambitious opportunities for children to develop their curiosity. For example, staff plan a wide range of opportunities for children to investigate sand and water. They skilfully teach children how to explore materials using different tools. Staff encourage children's hard work. Children understand that the process of having a go is important. They demonstrate high levels of confidence and persevere even when they find things tricky.

Staff build strong bonds with children through effective communication with families. They focus on what helps individual children to feel safe. Staff identify what fascinates individual children. They use this information to plan activities that captivate children's imaginations. Staff recognise and react to children's emotions. They provide appropriate distractions and comfort where required. Children feel safe and relaxed.

Staff identify children with special educational needs and/or disabilities (SEND) effectively. They make links with expert professionals to ensure that children receive specialist support with their learning. Leaders and staff support disadvantaged children to access their full entitlement. As a result, all children benefit from a suitably ambitious curriculum that fosters their individual needs. Children make good progress in their learning.

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

- Children feel excited to share the experiences that they have at nursery with their parents and carers. In particular, children tell them about interesting trips in the local area. Staff plan enriching opportunities for children to explore their community. They sequence these opportunities into the curriculum. This helps children to deepen their understanding of the world around them and how things work.
- Staff have secure processes for assessing children's skills and knowledge. They identify gaps in children's learning and create detailed plans for individual children. Staff regularly review what they want children to learn. They monitor children's progress through their developmental milestones. This ensures that the curriculum is challenging for all children.
- Staff promote children's physical development well. All children, including babies, spend time outside every day in the fresh air. Staff teach children a range of physical skills. For example, they teach children the skills they need to ride on tricycles. Children concentrate as they learn how to carefully squeeze liquid from pipettes. Staff work with specialist teachers to provide swimming lessons for all children. Children develop physical confidence and stamina.

- Staff skilfully introduced new vocabulary to children through thoughtful discussions. Children's listening is well developed. They understand increasingly challenging words in different contexts. However, some staff do not consistently enhance children's speaking skills further. For example, staff sometimes ask too many questions or do not give children time to process information. This means that opportunities for all children to enhance their language skills are sometimes limited.
- Staff encourage children to be well mannered. They model saying 'please' and 'thank you'. Staff understand that children need to learn how to share. They explicitly teach social skills and support children to make friends. Children are kind to each other and listen to staff. As a result, children behave well.
- Staff provide children with nutritious meals. They gather information about children's allergies and intolerances. Staff support children to try a variety of meals and flavours. They encourage children to wash their hands and feed themselves. This promotes children's physical health.
- Parent partnerships are strong. Parents report that the information given to them by staff helps them to understand what children are learning. They say that this helps them to identify when children reach their milestones.
- Leaders carry out regular supervision sessions with staff. They use these to identify areas for development, including training. Leaders have recently strengthened opportunities for staff to observe each other teach. This helps staff to reflect on their practice and the quality of education to continue to develop over time.

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:

- enhance teaching to support children's speaking skills further to extend children's language development.

Setting details

Unique reference number	2719072
Local authority	Kensington and Chelsea
Inspection number	10388217
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	1 to 3
Total number of places	25
Number of children on roll	18
Name of registered person	Park Walk Primary School
Registered person unique reference number	2719070
Telephone number	
Date of previous inspection	Not applicable

Information about this early years setting

Park Walk Seedlings Nursery registered in 2022. It is situated within Park Walk School in Chelsea in the Royal Borough of Kensington and Chelsea. The setting follows term-time opening dates in line with the school from 8am to 5.45pm. Childcare is available in the holidays. There are six members of staff employed by the setting, five of whom hold an early years qualification at level 3 or above. The setting offers government funded childcare.

Information about this inspection

Inspector
Kate Daurge

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector 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.

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