

# The Crescent II Kindergarten

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



<b>Inspection date</b>	23 February 2016
Previous inspection date	12 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children form strong bonds with their key person, which promotes children's personal well-being. Children are settled and play happily with one another.
- Staff help children to learn about taking appropriate risks and self-control, especially during their outdoor activities. For example, children develop a deeper understanding of the natural world and learn new vocabulary through the experiences they have in the forest.
- Staff monitor children's development accurately, which helps them to quickly identify and support children with additional needs. Staff form strong partnerships with external agencies and follow their guidance. All children make good progress.
- Effective self-evaluation practices, such as development plans and staff meetings, help the management team to improve the learning experiences of children. Self-evaluation includes the views of staff, parents and children.
- Children are keen to engage in the creative area. They confidently use their imaginations, such as when building rockets or pretending to be vets.

### It is not yet outstanding because:

- Staff do not always give children time to think, respond and talk about what they are doing during their activities.
- Although children follow their interests and choose their own activities, occasionally staff do not encourage children to complete small tasks that they could manage themselves.

## What the setting needs to do to improve further

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

- allow children more time to think, respond and talk about what they are doing
- make the most of all opportunities to encourage children to do things for themselves.

### Inspection activities

- The inspector observed staff and children playing indoors and outdoors.
- The inspector spoke to staff, parents and children.
- The inspector and manager participated in a joint observation.
- The inspector and management team had a longer meeting to discuss safeguarding and self-evaluation.
- The inspector reviewed a sample of documentation.

### Inspector

Genevieve Mackenzie

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff regularly discuss safeguarding at their meetings to ensure that they know how to identify and report child protection concerns. Managers monitor children's development to ensure that staff meet the needs of all children. Staff have regular meetings to discuss their practice and identify opportunities for professional development to help them improve their practice. Managers meet regularly with other settings to share good practice, for example. This gives them new ideas for activities and resources, which they share with staff, to enhance learning opportunities for children. Staff form good partnerships with parents and involve them in their children's learning. Staff regularly communicate and share information with parents. For example, they write newsletters and daily diaries to keep parents informed so that parents and staff can work together to better support children's care and learning.

### Quality of teaching, learning and assessment is good

Staff provide children with a variety of interesting activities that help them to learn key skills, particularly for early literacy, mathematics and in developing children's understanding of the world. For example, staff encourage children to practise their writing skills through art, messy play and drawing in the sand. Staff read stories to children and relate these stories to children's personal experiences to extend their learning. Children develop good counting skills and use these in their play.

### Personal development, behaviour and welfare are good

Children behave well. Staff have a good understanding of behaviour management. For example, they monitor behaviour patterns and implement effective strategies to support children. Staff encourage children to learn about tolerance and respect for others through activities, such as cultural celebrations or making maps using photographs of their local community. Staff help children to settle quickly; for instance, some children keep a toy from home to comfort them while they are at nursery. Staff help children to learn about healthy lifestyles and the importance of fresh air and exercise. For example, the nursery hosts a 'healthy breakfast day' celebration so that children can learn the importance of eating a healthy breakfast. Staff encourage children to participate in dancing and sports clubs, and they take children on outings to choose healthy ingredients for cooking activities.

### Outcomes for children are good

All children make good progress from their starting points and are well prepared for their next stage of learning, including starting school. Children have good social skills and confidently form relationships with their peers and staff.

## Setting details

<b>Unique reference number</b>	EY367053
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	827836
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	39
<b>Name of provider</b>	The Kindergartens Limited
<b>Date of previous inspection</b>	12 February 2009
<b>Telephone number</b>	01622 833 331

Crescent II Kindergarten registered in 1996 and was re-registered in 2008 due to a change of company status. It operates from the Tooting area in the London Borough of Wandsworth. The setting is open weekdays from 9am to 12.15pm, term time only. Three members of staff hold Early Years Professional Status and one member of staff holds Qualified Teacher Status. One member of staff holds a level 5 qualification, three members of staff hold qualifications at level 3 and one member of staff holds a qualification at level 2. The kindergarten promotes aspects of the Forest School approach. The setting receives funding for the provision of free early education for children aged three and four years.

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