

The Pooh Corner Kindergarten

48 Emperors Gate, LONDON, SW7 4HJ

Inspection date	10/12/2014
Previous inspection date	11/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The manager warmly welcomes children and parents at the gate, which provides children with reassurance and a good sense of belonging.
- Staff have a good understanding of behaviour management. They encourage positive behaviour and manage children's behaviour consistently in ways which are appropriate to each child's age and stage of development.
- Children benefit from a wide range of social initiatives which expose them to enriching experiences which develops their awareness of the wider world.

It is not yet outstanding because

- Interaction of less experienced staff does not fully extend children's learning, in particular the quality of useful questioning techniques.
- Staff do not always implement effective daily routines and planning in a way that provides a smooth flow to the day, which does not fully support children's well-being.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the indoors and outside play area.
- The inspector held meeting with the management team and talked with staff.
- The inspector sampled documentation including suitability checks, staff qualifications appraisal and supervision documents.
- The inspector took account of the views of parents.

Inspector

Sarah Bangura

Full report

Information about the setting

The Pooh Corner Kindergarten is a private nursery setting which originally registered in 1997 and re-registered in 2008 due to a change in legal entity. The setting operates in a large hall in church premises in the borough of Kensington and Chelsea. The hall is on the lower ground floor of the building accessed via steps. The setting can also be accessed via a sloping ramp in the outdoor play area. Children have a fixed base area for their own group activities and they also have free access to the play facilities in the hall. A kitchen, toilet facilities and an office/store room are accessed directly from the hall and there is an outdoor play area at the rear of the building. The Kindergarten is open during term time only. Sessions run from Monday to Thursday from 9am to 12.15pm and from 1pm to 3.45pm. On Fridays sessions run from 9am to 4pm. There are currently 54 children on roll, attending for a variety of sessions. All of the children attending are in the early years age range. There is a manager, a deputy and nine members of staff working with the children. Almost all staff hold suitable child care and/or Montessori teaching qualifications. Ballet, indoor sports and music lessons are included in the curriculum. Traditional teaching methods are blended with elements of the Montessori philosophy of education. The kindergarten is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- support less experienced staff with how to question children effectively during activities, and review practice continuously to ensure that it is promoting and extending children's learning

- develop how staff implement daily routines and planning, including having a balance of adult-led and child-initiated activities to promote the well-being and development of children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff effectively meet children's needs because they provide a good range of activities and exciting initiatives that cover the areas of learning. The curriculum manager has strong knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She works closely with the manager to help to ensure that next step planning is accurate and staff assess children's progress effectively. Children's learning is thoroughly enhanced by regular visits from specialist teachers, such as science

and multi-sports, tennis sessions where children learn physical co-ordination. Overall, children make good progress in their learning and development.

Staff support the development of children's communication, language and literacy skills effectively. They have regular reading sessions to increase children's vocabulary and engage them in conversation. This helps them think and express their ideas, show and share initiatives gives children opportunity to build their confidence in speaking in different situations. Phonics lessons effectively utilize children's senses to help them recognise words and write letters of the alphabet. Staff support this with a great selection of good quality books in various parts of the room to encourage book handling. While the quality of teaching of some staff is high, less experienced staff demonstrate less effective interaction, in particular, in the quality of questioning to extend children's understanding.

Children have sports activities indoors with visiting teachers, which offer physical fun and exciting physical challenges to develop their growing bodies. There is a small outdoor area where children get fresh air each day. Children learn a range of skills as they cut paper and wrap gifts. They express their creativity by decorating with glitter and making designs on computer and white board. Staff support children's counting skills by asking them to count the number of fruits in their plate and some children can count up to hundred stones in the forest school green space. The manager identifies this area for further development and the provision is seeking a specialist teacher to strengthen children's understanding of space, measure skills. Children learn about the wider world by many visits such as yearly visit by the police, fireman and outings to the park where children discuss the work of the park caretaker.

Staff involve parents in their children's learning by discussing with what they are doing at home with their children. Staff provide parents with extra work to support children's learning at home. Staff invite parents to show and share mornings, where children share their own folders with their parents. Staff complete detailed developmental reviews on children so parents can see the progress children are making. This includes completing the required progress checks for two-year-old children and they also share the outcomes of these with parents. This helps to promote consistent approach to support children's learning.

The contribution of the early years provision to the well-being of children

The manager and supportive staff understand the children well. The manager greets children individually as she gets down at eye level with the children. This makes children feel very welcomed and respected. Staff work with children in small groups so children are quickly settled into the kindergarten.

The management of children's behaviour is particularly noteworthy. Staff are very professional and treat all children with respect. Staff encourage children to be kind and polite at every opportunity. Staff are quick to reinforce expected behaviours when there are lapses and they act as great role models for the children. They are respectful and speak gently to the each other and the children. Staff help children to resolve their

conflicts to teach children to work cooperatively and share. This creates a harmonious atmosphere and all the children behave very well.

Staff provide children with a great choice of initiatives to enrich children's sense of responsibility and awareness of the wider world. For example, making children care for the less advantaged by learning about charitable organisations and raising funds to support them. The kindergarten is also very well resourced. However, occasionally the organisation of routines and planning does not fully support children's well-being and free choice. For example, staff are not always fully organised to ensure a smooth flow in the day. Also, the planning and structure of the environment does not always allow children to have a sense of freedom to follow their natural curiosity and make their own choices in their play.

Children have a strong awareness about self-care and responsibility. Older children put on their own clothes, help staff set the table, serving others. Younger children serve themselves and pour their own drinks at snack times. Staff encourage children to take turns as they select their fruits and regular cooking sessions help them understand how to make healthy food choices. Children learn healthy habits because they have many physical exercises in the indoor and outdoor area, or the local green spaces where they practise a range of physical skills.

Staff teach children about differences by celebrating special cultural and religious events. For example, children make crafts and discuss Jewish and Hindu's celebration of Hannukah and Dewali. This helps children learn to value and respect other people.

The effectiveness of the leadership and management of the early years provision

The manager has a good awareness of their roles and responsibilities in regard to the Early Years Foundation Stage and regularly monitors the planning and the standards of teaching in the kindergarten. The team reviews planning and assessment records and successfully identify those children operating outside of the expected levels of development because effective tracking system.

The manager deploys staff effectively and there is a high ratio of staff to children to effectively support children's learning and to keep them safe. The system of appraisal for ongoing staff development is in place, This identifies development and training needs and many staff have gained further qualifications.

Partnerships are good. The manager in particular is highly praised by parents for having an open door policy and is very responsive. Any issues raised by parents are quickly resolved to parents' satisfaction. The manager personally welcomes children and parent as they arrive each morning. Staff work similarly well with parents. Parental involvement is highly encouraged and staff work hard to draw parents into the life of the kindergarten, in particular fathers as well as grandparents. Parents go on outings and take part in special events. This ensures that parents are welcomed and well informed, as this relationship is key to children's progress. Management has a strong awareness of the strengths of the

provision and some minor areas for development. They record these in a comprehensive self-evaluation document that has been prepared by the management team.

All staff have received safeguarding training and staff have good understanding about child protection and safeguarding issues. They are fully aware of the reporting procedures to follow in the event they have any concern and know the key indicators of abuse in a child in their care. Staff knowledge and understanding of their responsibilities remain up-to-date with regular in-house training. This promotes children's safety and welfare effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY366831
Local authority	Kensington & Chelsea
Inspection number	829022
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	54
Name of provider	The Kindergartens Ltd
Date of previous inspection	11/11/2008
Telephone number	02073736111

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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