

# The Knightsbridge Kindergarten

119 Eaton Square, London, SW1W 9AL



<b>Inspection date</b>	12 March 2018
Previous inspection date	24 November 2015

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

## Summary of key findings for parents

### This provision is outstanding

- Staff are highly committed to ensuring that each child feels fully included at all times. For example, they adapt activities to mark Mother's and Father's Day to include all children, regardless of their home circumstances.
- The manager has high expectations and is extremely motivational to all staff. They all work together to share ideas of how to improve the practice in the nursery. Recent changes include enabling more child-initiated play, helping to provide children with more freedom to explore.
- Staff carry out superb activities that support all children's learning. For example, during art activities young children squeal and shake with delight as they explore the resources available. They enthusiastically talk with staff how they use the glitter to make their clouds shimmer. This supports their language development extremely well.
- Staff are highly consistent in their approach to behaviour management. They teach children to use 'walking crocodiles' to move safely between rooms. Children learn to use their words to talk about their feelings. Children behave exceptionally well.
- Staff work closely with local schools. They attend regular meetings and teachers come into the nursery to meet children and share information about their stages of learning. They support parents exceptionally well choosing in schools to best match their children's abilities and personalities. This helps to provide excellent continuity of learning for the children.

## What the setting needs to do to improve further

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

- build on the already excellent teaching to help support children's understanding of how to use information technology resources.

### Inspection activities

- The inspector observed the children in the main play areas, sensory room and soft-play room.
- The inspector spoke with the provider, manager, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents to gather their views.
- The inspector sampled documents, including children's tracking, self-evaluation, and safeguarding policies and procedures.

### Inspector

Rebecca Hurst

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. All staff have an excellent understanding of their roles in keeping the children safe. The manager works extremely well with the provider and staff to evaluate the practice in the nursery. She can clearly identify areas to improve and staff attend training to enhance their practice. Recent training has helped staff to focus on children's emotional development. This has greatly helped them to identify what type of support children need to help with their learning. Feedback from parents is exceptional and they feel their children are developing at an excellent rate, thanks to support from the staff. Parents state that staff listen to, and act on, their views exceptionally well. For example, staff are implementing a text alert system after suggestions from parents. This allows staff to quickly contact all parents should the need arise, for example, if the nursery needs to close due to inclement weather.

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

The manager tracks different groups of children and is able to clearly identify how to target teaching. Staff are rapidly closing gaps in children's learning, especially those who speak English as an additional language and those who have special educational needs and/or disabilities. Staff work in excellent partnership with other professionals to share targets and work with the parents to progress children's learning and development. Staff provide high-quality activities using their excellent knowledge of children's next steps and interests. However, on occasion, staff do not always take opportunities that arise to extend children's understanding of information technology.

### Personal development, behaviour and welfare are outstanding

Children are highly confident learners who will readily ask for help and support. They excitedly rush to show staff what they have achieved and receive an immense amount of praise for their work. This is extremely effective in supporting children's self-esteem and confidence in trying new activities. All children develop excellent physical development. Staff make brilliant use of their soft-play room to help support children to learn to move in different ways. Staff teach children to be highly considerate of others as they play, helping them to learn about their own safety and that of others. At the time of inspection, even the youngest children were highly alert to where their peers were when they jumped in and out of the ball pit. This helps all children to keep themselves and others safe.

### Outcomes for children are outstanding

Children make significant progress, given their starting points. The children are more than ready for their move to school. Younger children are highly skilled in identifying shapes and show great pride in being able to name a triangle and heart. Older children are highly skilled in writing their names and learning their letter sounds. For example, children can identify that a jaguar starts with the letter 'j'. Children draw and label different items that start with the letter 'j'. This shows the excellent progress children make with their literacy development.

## Setting details

<b>Unique reference number</b>	135106
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1125276
<b>Type of provision</b>	Full-time 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>	76
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Beverly Delfgou
<b>Registered person unique reference number</b>	RP511778
<b>Date of previous inspection</b>	24 November 2015
<b>Telephone number</b>	0207 371 2306

The Knightsbridge Kindergarten registered in 2000. It is located in the grounds of St Peter's Church, Belgravia, in the London Borough of Westminster. The nursery is open during term time only, on Monday to Friday from 9am to 3.30pm. The nursery receives funding to provide free early years education for children aged three and four years. There are 17 members of staff, 10 of whom hold relevant early years qualifications from level 2 to level 6.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

