

# Windsor Kindergarten

Windsor Room, St Mary's Church Hall, Church Street, Twickenham, Middlesex, TW1 3NJ



## Inspection date

Previous inspection date

26 April 2016

14 January 2010

<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

- The owner and managers make sure that all staff have excellent current knowledge and skills to support children's learning and development. Children benefit from innovative experiences that meet their needs extremely well.
- The environment is extremely inviting and productive. Resources are particularly stimulating and readily accessible to children. Children have many opportunities to take control and make independent choices about their learning.
- There are highly successful strategies to engage parents and others in the children's learning. Staff share inspirational activities and ideas, such as through workshops about the curriculum and managing behaviour, and run practical sessions like making dough, to encourage children's learning. Children benefit from consistent learning experiences.
- The staff form very secure attachments with the children. They make excellent assessments of children's development, such as by using information from parents through home visits and talking to the children to see what interests them. Staff know children's starting points and rapidly identify when children need additional support to help them catch up. Gaps in children's learning close swiftly.
- Managers seek continuous improvement. They use reflections on practice and feedback from staff, other professionals, parents and children to review the provision. They focus improvements on providing resources and experiences to enhance children's learning.

## What the setting needs to do to improve further

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

- make the most of all opportunities to fully include those children who show an interest in specific activities.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff, children and parents and held a management meeting with the owner and the managers.
- The inspector sampled paperwork, including policies and procedures, safeguarding information and children's records.

### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The owner and managers have a clear vision for improving the setting. The managers use successful strategies for targeting staff training to improve knowledge and skills to have positive impacts on practice. The manager has made enriching changes to the play environments. For example, staff have created quiet areas in the playrooms where children can relax and share stories, or play quietly with staff or other children. Other changes have helped staff to share information with parents more effectively. For example, they have introduced a new technology system for monitoring children's learning which lets staff exchange regular information with parents and other professionals through an interactive online system and email. Safeguarding is effective. The managers have attended training to update their knowledge of how to act upon concerns about a child and how to keep children very safe, and share this with staff.

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

The staff interact extremely well with the children and plan highly engaging activities based on their current interests. For example, they created an office role play area with computers, mobile phones, desks and calculators, as the children had been talking about their parents' jobs. Staff take advantage of spontaneous opportunities to engage children in learning. For example, when it snowed, the children joined up the snow 'dots' on the sand tray to make shapes, patterns and letters. Staff encouraged children to explore using their senses. For example, they let children use a microscope connected to the computer to look at different parts of their body, and use a light microscope to examine items such as shells and leaves. However, the manager correctly recognised that staff missed some opportunities to fully include a few children who showed an interest.

### Personal development, behaviour and welfare are outstanding

Children are extremely happy, motivated and enjoy their time at the setting. Staff make sure that all children, even the youngest, develop good self-care skills. For example, at snack time young children choose their own fruit, use knives to cut it, and pour their own drinks. Children help to clear their plates and wash them after eating snack. Children learn how to manage their feelings and respect each other. Staff remind them to share and help them to take turns. Staff prepare children extremely well for moving on to school. For example, children visit the local school, join in with the children at the after school club, and Reception Year teachers come to the setting to see the children.

### Outcomes for children are outstanding

All children are highly motivated and engaged in the activities. Children make outstanding progress in their learning. All children are encouraged to talk with others and extend their language. Children confidently express their needs and communicate with others.

## Setting details

<b>Unique reference number</b>	509704
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	842322
<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 - 8
<b>Total number of places</b>	38
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Sangeeta Gardiner
<b>Date of previous inspection</b>	14 January 2010
<b>Telephone number</b>	02082556770 07875214054

Windsor Kindergarten is a privately owned nursery school and after school club, which operates from St Mary's Church Hall, Twickenham, in the London Borough of Richmond upon Thames. The nursery school registered in 1988 and the after school club in 2006. The nursery school and after school club are open each weekday, term time only. Children can attend the nursery from 9.10am to 12.20pm or 12.20pm to 3.30pm. They can also attend for a full-day 9.10am to 3.30pm. The after school club operates from 3.15pm to 6.15pm and caters for children of primary school age. The kindergarten employs 14 members of staff. Of these, eight hold appropriate early years qualifications.

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