

Lloyd Williamson Pre-School Kensington

Second Church of Christ Scientist, 104 Palace Gardens Terrace, London, W8 4RT



Inspection date

15 December 2017

Previous inspection date

9 June 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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 provider, manager and the very well-qualified staff have, between them, a deep knowledge of the curriculum and how children learn. They undertake high-quality and often innovative training, to meet children's needs extremely well. All children, including those who speak English as an additional language, make outstanding and often rapid progress in relation to their starting points.
- Staff get to know children exceptionally well. A strong key-person system is well embedded. Children form very strong relationships with staff and settle very quickly.
- Children thrive on the very wide range of well-planned, highly stimulating and challenging learning opportunities on offer.
- Staff are excellent role models for positive behaviour. They are consistently kind, firm, warm and clear with the children. They set boundaries and rules extremely well. Staff are very skilful in helping children to understand their emotions and to solve problems.
- Staff keep parents very well informed about their child's progress. They provide parents with highly appropriate ideas to help them extend their child's learning at home. Strong partnerships with parents contribute greatly in helping children reach their full potential.
- Leaders make excellent use of the views of staff, parents and children, to drive improvements. Careful reflection on practice has an excellent impact on outcomes for children.

What the setting needs to do to improve further

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

- continue to implement plans to extend the monitoring and analysing of a wider range of different groups of children and evaluate the impact of this on children's learning.

Inspection activities

- The inspector talked with staff, children and parents at appropriate times during the inspection.
- The inspector, provider and manager observed planned activities and discussed their findings.
- The inspector checked and sampled a range of documents and policies, including those relating to safety checks and safeguarding.
- The inspector held a meeting with the managers to discuss self-evaluation, safeguarding and staff professional development.
- The inspector observed staff interaction and children at play.

Inspector

Amanda Burn

Inspection findings

Effectiveness of the leadership and management is outstanding

The provider and manager demonstrate a particularly high level of understanding of how to keep children safe. They ensure that all staff are very well trained in child protection to keep children safe. All safety policies and procedures are implemented rigorously. Safeguarding is effective. The manager ensures staff are trained extremely well to observe, plan and assess individual children's learning with precision. There is a very sharp focus on tracking and monitoring of children's progress. Any gaps in learning are very quickly identified and closed. Strong relationships with parents and other professionals ensure that children's progress continues without delay. The manager analyses the progress made by some groups of children and has very clear plans to extend her analysis to include all groups. She recognises the importance of evaluating the impact on children's learning.

Quality of teaching, learning and assessment is outstanding

Children are enthusiastic and inquisitive learners. They benefit from interesting learning experiences that motivate them. Younger children play with a soft, crumbly mixture, letting it slip through their fingers. They say, 'It's raining!' Staff encourage this imaginative conversation as they talk about the rain, umbrellas and the sun. Staff help children develop their communication and language extremely well. They actively listen to children and encourage them to make decisions and choices in their play. Staff extend children's thinking, asking, 'If it was raining and sun came out, what might you see?' This leads to a discussion about rainbows. Older children develop their creativity and imagination exceptionally well as they pretend to be on a train adventure.

Personal development, behaviour and welfare are outstanding

Staff enable children to develop very high levels of self-esteem, independence and perseverance. For example, as younger children are learning to cut paper with scissors, staff encourage them to keep trying and they persist at the task. To help motivate the children, a favourite toy creature also sits with them at the table and they are very proud to demonstrate their skills to him. Children have superb opportunities to learn about the wider world. For example, they enjoy frequent visits to parks and museums. These trips provide excellent opportunities for children to learn road and travel safety as they always walk or use public transport. Play opportunities are plentiful in the highly stimulating outdoor area which provides an excellent variety of learning opportunities. Children are physically active and enjoy moving their bodies in different ways in yoga sessions.

Outcomes for children are outstanding

Children are highly engaged and active learners. From a young age they develop an excellent foundation in self-care and life skills. Older children learn early writing and reading skills very well. Children learn to appreciate and respect their differences and similarities. For example, they enjoy sharing their own family culture celebrations. Children are extremely well prepared for school or the next stage in their learning.

Setting details

Unique reference number	EY436052
Local authority	Kensington & Chelsea
Inspection number	1095133
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	50
Number of children on roll	27
Name of registered person	Lucy Jean Lloyd Meyer
Registered person unique reference number	RP511718
Date of previous inspection	9 June 2015
Telephone number	02072433331

Lloyd Williamson Pre-School Kensington registered in 2011. The pre-school is open each weekday from 7.30am to 6pm, all year round. The pre-school employs nine members of staff. All staff hold a relevant early years qualification between level 2 and level 6. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years.

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.

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Lloyd Williamson Nursery Kensington

112 Palace Gardens Terrace, London, W8 4RT



Inspection date

17 February 2016

Previous inspection date

3 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff know the children extremely well. They provide children with high levels of emotional security. Children are exceptionally confident and self-assured. They develop close friendships and gain an excellent understanding of how others feel.
- Partnerships with parents are strong. The parents are fully involved in their children's learning and development and feel able to contribute to this process. This helps staff to meet the individual needs of the children effectively and has a positive impact on their care. The parents speak well of the staff and their detailed daily feedback.
- Staff are committed to their work and have high expectations of children. They plan a range of activities that are fun and challenging, and that children are eager to join in. Children make good progress from their starting points.
- The manager and staff have successfully met the action set at the last inspection to improve children's care. There are now robust systems to check that staff remain suitable to work with children.

It is not yet outstanding because:

- Staff do not always make the best of all opportunities to strengthen children's learning experiences in the outdoor area.

What the setting needs to do to improve further

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

- strengthen opportunities for children to extend their experiences throughout the learning environment, including outdoors.

Inspection activities

- The inspector observed children's play and staff's interaction with them indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children, and held regular discussions with the manager and the deputy.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.
- The inspector discussed with the manager and deputy manager how the action and recommendation set at the last inspection were addressed and met.

Inspector

Julie Biddle

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The owner/manager ensures staff fully understand their role in protecting children. Staff have a clear understanding of the reporting procedures if they have concerns about children in their care. The manager regularly monitors the quality of the teaching and learning, and staff performance, for example through monitoring their individual performance. This helps her to ensure children make effective progress in their learning. The manager is committed to ensuring that staff have varied and relevant opportunities for professional development, including through training, which has a positive impact on outcomes for children. The manager and staff monitor the quality of the provision effectively, which raises outcomes and drives continuous improvement.

Quality of teaching, learning and assessment is good

Children make choices about their play and learning, which raises their self-confidence effectively. Staff involve children in a varied range of activities to develop their senses. For example, they use different parts of their bodies to explore textures, such as foam. Staff recognise how children develop at different stages and use resources effectively to support these changes. For example, children of all ages climb, balance and slide on age-appropriate, safe equipment. Staff complete detailed observations and assessments of the children. Staff are very clear in their role in planning for children, including for their next steps in learning. They challenge children in their play and learning well.

Personal development, behaviour and welfare are outstanding

Children are extremely settled and happy. Staff are very well deployed and highly skilled in their role. They respond to the children enthusiastically, providing high levels of care. This successfully helps children to explore and increases their confidence in their abilities. The key-person system is highly effective and staff are sensitive to the children's needs and choices. Staff comfort children and provide them with a secure base if they become unsure of themselves. Staff are highly skilled at helping children feel self-assured and emotionally well prepared for the next stages in their learning, including their moves in the nursery. Children understand about taking safe risks and keeping safe. Staff use high levels of hygiene practice effectively to fully support children's care needs.

Outcomes for children are good

Children develop their language skills well. For example, they understand how to use their words correctly and enjoy singing familiar songs with their friends. Children develop good levels of independence. For example, young children quickly learn how to feed themselves and all children freely engage in a wide range of practical activities.

Setting details

Unique reference number	EY306837
Local authority	Kensington & Chelsea
Inspection number	1008895
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	25
Number of children on roll	23
Name of provider	Lucy Jean Lloyd Meyer
Date of previous inspection	3 March 2015
Telephone number	020 8962 0345

Lloyd Williamson Nursery Kensington registered in 2003. It is situated in the Royal Borough of Kensington and Chelsea. The nursery offers care to children aged up to two years. The nursery opens each weekday from 7.30am to 6pm throughout the year. The provider employs seven childcare staff; of these, six hold appropriate early years qualifications and one is currently working towards a relevant qualification.

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