

<b>Inspection date</b>	6 April 2018
Previous inspection date	7 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff establish very good partnerships with parents and other professionals to help meet children's needs and support their development.
- The quality of teaching is good. Staff provide children with a wide range of interesting and purposeful experiences to enhance their learning.
- Leaders and staff implement effective procedures to help children to settle in a welcoming nursery environment. Children feel safe and secure.
- Staff know their key children well and support their emotional well-being effectively. Children develop their independence and express their wishes and needs with confidence.
- Staff promote diversity and help children to engage with and learn about the local community. For example, children visited a Sikh Temple and were shown how to make vegetarian cheese.
- Children enjoy being imaginative. They make pretend porridge for the adults and show them how to eat it. Children wrap small objects in the play dough and say that they are presents. They express excitement when they open them and reveal the object.

### It is not yet outstanding because:

- Sometimes, staff do not effectively adjust their teaching to help ensure it is highly responsive to all children's learning needs.
- At times, managers do not make best use of the information they obtain from tracking the progress of different groups of children to help precisely plan for what children need to learn next.

## What the setting needs to do to improve further

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

- develop further ways to help staff effectively adjust their teaching styles to fully respond to all children's learning needs
- strengthen ongoing monitoring of the tracking of different groups of children, to plan more precisely for what they need to learn next.

### Inspection activities

- The inspector observed the activities and the quality of teaching across the nursery and spoke with children and staff at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and discussed the procedures for self-evaluation and the priorities for improvement.
- The inspector looked at samples of documentation, such as evidence of the suitability of staff working in the nursery, assessments and documentation linked to checking children's progress.
- The inspector spoke to parents and carers and took account of their views about the quality of provision.
- The inspector completed a joint observation with the manager and discussed the quality of teaching.

### Inspector

Monika Oliver

## Inspection findings

### Effectiveness of the leadership and management is good

The leaders and staff evaluate their practice regularly and include the views of parents and children. They have high expectations for children and aspire to improve the quality of the provision. For example, staff rearranged the creative area to enable children to access resources freely, explore the environment and become more independent. Leaders provide effective ongoing supervision which helps staff to develop their practice and skills. Staff make good use of new knowledge gained through training to improve their practice. Safeguarding is effective. Staff are aware of how to recognise signs of abuse and know the procedures to use to share concerns about children with the appropriate agencies. The manager effectively checks staff's initial and ongoing suitability to work with children. Parents spoken to comment on the ongoing support their children receive and how well the nursery works with outside agencies.

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

Staff have a good understanding of how to support children's learning and how to provide good-quality teaching. They carry out observations and gather information from parents to help them to plan effectively for children's learning. Staff support children to develop good communication and language skills. They question children skilfully, listen to them attentively and give them time to answer their questions. Children are articulate and express themselves effectively. Older children enjoy talking about their home lives and narrate their play. Staff use a range of resources to help develop children's mathematical skills. For example, children use sticks found in the garden to count and discover a link between numbers and quantity.

### Personal development, behaviour and welfare are good

Staff are good role models and use effective strategies to manage children's behaviour. Children behave well, show respect for each other and use good manners. Staff talk to children in a calm way, and give them meaningful praise. They help children to learn about how to lead healthy lifestyles. Staff provide opportunities for children to access fresh air daily and build on their physical skills. They teach children how to keep themselves safe. For example, they read age-appropriate, relevant stories and discuss what children can do or say if someone makes them feel uncomfortable. Children have opportunities to learn about planting and growing when staff help them to use the nursery allotment to grow fruit and vegetables.

### Outcomes for children are good

All children, including those who have special educational needs, make good progress in their development. Children are eager to take part in a range of activities. They develop key skills that help to prepare them for their future learning, such as school. For example, children develop a good level of independence and concentration. Pre-school children learn to recognise letters and sounds. All children have access to a broad range of early literacy activities, for example, drawing on a chalkboard or exploring flour and glitter on a plastic tray. Children are motivated, inquisitive and learn to solve problems in their own time.

## Setting details

<b>Unique reference number</b>	EY336793
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	1129539
<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>	1 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Kinderoos Ltd
<b>Registered person unique reference number</b>	RP526330
<b>Date of previous inspection</b>	7 September 2015
<b>Telephone number</b>	0208 0904357

Kinderoos registered in 2006. It is based in the London Borough of Hounslow. The nursery is open each weekday from 8am to 6pm, all year round. The nursery employs six staff, all of whom hold appropriate early years qualifications from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

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