

# Inspection of Kindred Hanwell

99 Oaklands Road, LONDON W7 2DT

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Inspection date: 22 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel safe and secure in a homely environment, which respects them and their families as individuals. For example, children's family photos are displayed around the setting. This helps children to feel valued. Children explore a wide range of stimulating activities. They engage and develop their imaginations in pretend play with a variety of different dinosaurs. Children have opportunities to develop their mathematical understanding. They count their steps as they use the balancing equipment. Staff support children to develop their understanding by using language such as 'more', 'small' and 'heavy', as children explore the water area. This helps to broaden children's knowledge of measurements.

Children have opportunities to develop their physical skills. For example, they climb up hills and manoeuvre over tyres in the garden. Younger children develop their confidence when taking steps. Overall, children engage well with each other. They are confident within the setting. Children form positive attachments with staff. They are confident to approach staff for reassurance when needed. For example, younger children enjoy cuddles. Children benefit from positive interactions with caring staff. They are grouped according to attachments that they make with staff. This supports children to develop meaningful relationships.

### **What does the early years setting do well and what does it need to do better?**

- Staff know children well. They identify where children are currently within their development. Staff have a clear understanding of each child's next steps in learning. They make plans to support children to develop to their full potential. Staff can identify when children need extra support. They work with parents to provide intervention strategies to help each individual child to make progress.
- Children engage well with a music session, which has been sourced from outside of the setting. Leaders identified that the current children did not experience these types of sessions due to groups not operating during the COVID-19 pandemic. These sessions help children to develop their social skills and awareness of rhymes.
- Staff generally support children to learn the nursery's rules. For example, when engaging in play activities, they talk to children about sharing and turn-taking. Staff support children's behaviour with visual aids, which are displayed around the setting. However, this is not consistent. When children take toys from each other, staff do not consistently explain and support children to understand the concept of turn-taking. This means that children do not always understand expectations and boundaries.
- Leaders can identify the setting's strengths, as well as areas that they would like to develop. They continuously review practice and develop ways to enhance the experiences and opportunities that children access. Leaders identify training

opportunities for staff. Staff have plenty of opportunities to enhance their professional development.

- Pre-school children are encouraged to be independent. For example, they serve themselves at mealtimes and hang up their own coats. These skills support children to prepare for the next stage of their education. However, this is not consistent. Younger children are not always given the opportunity to try to achieve tasks for themselves or learn to develop their independence skills.
- Children have plenty of opportunities to develop their language skills and extend their vocabularies. Staff use repetition to support children with their communication. They sing to children to support their understanding. For example, staff sing 'roll, roll, roll' as younger children explore play dough. As children develop their language skills, staff introduce new words and ideas. For example, staff engage children in conversations about the characteristics of different animals. Children show a love for learning new facts.
- Children enjoy story sessions. Staff read stories to children and ask them questions to develop their understanding. For example, they ask children questions about animals and their young. This helps children to develop their understanding of the world.
- Partnerships with parents are strong. Parents speak positively about the information that they receive on their children. Children form positive attachments with staff. Parents comment that they are happy knowing that their children are in caring hands.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge of the procedures to follow should they be concerned about a child's welfare. They know the process to take should they have concerns regarding a member of staff. Staff know where to find information and are aware of the safeguarding policy. The manager understands her role and responsibilities with regards to safeguarding and child protection practices. The company has systems available to ensure that the manager can access support if needed. All staff have received safeguarding training. Staff have paediatric first-aid qualifications.

## **What does the setting need to do to improve?**

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

- help children to extend their understanding of how to behave when playing with other children
- ensure that younger children have consistent opportunities to develop their independence skills.

## Setting details

<b>Unique reference number</b>	160173
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10096167
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	86
<b>Number of children on roll</b>	124
<b>Name of registered person</b>	Kindred Education (Hanwell) Limited
<b>Registered person unique reference number</b>	RP900841
<b>Telephone number</b>	02085670949
<b>Date of previous inspection</b>	4 August 2017

## Information about this early years setting

Kindred Hanwell registered in 2001 and is located in Hanwell, in the London Borough of Ealing. It is open each weekday from 7.30am to 6.30pm, throughout the year. The setting receives funding to provide early education for children aged two, three and four years. There are 31 members of staff. Of these, 13 hold qualifications ranging from level 2 to level 5.

## Information about this inspection

### Inspector

Emma Long

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and area manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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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