

Young England Kindergarten

Unique reference number (URN): 2814226

Address: 5 - 8 Queensborough Terrace, London, W2 3TA

Type: Childcare on non-domestic premises

Registered with Ofsted: 17/12/2024

Registers: EYR, CCR

Registered person: Young England Kindergarten (Bayswater) Limited

Inspection report: 29 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Leaders show an awareness of children's starting points and the experiences they need during their time at the setting to make rapid progress in their development. They focus heavily on children's language development, ensuring that they are able to communicate their needs and desires. Leaders and staff make sure that all children, including those who are reluctant to talk, or speak English as an additional language, get the support they need through adapted questioning, gestures and pictures to help them communicate.

Children develop positive attitudes to their learning, demonstrating curiosity and resilience as they explore the resources available. They have plenty of opportunities to develop their muscles and explore mark making in preparation for early writing. Children show an increasing interest in stories and numbers. The staff's continual focus on children's interests has a clear impact on children's achievement. For example, staff support children to understand concepts such as 'big' and 'small' using dinosaurs, and they count zoo animals and discuss the characters in their favourite stories. Consequently, children demonstrate the skills and knowledge they need to continue to excel in their education.

Children who face barriers to their learning, such as children with special educational needs and/or disabilities, make particularly positive progress in relation to their starting points as a result of targeted support. They are well prepared for their next stage of learning, such as school.

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders have established a calm, purposeful environment where expectations are seamlessly upheld by all staff. Leaders and staff have established 'golden rules' with the children, which has had a positive impact. For example, children understand that they need to use 'kind hands and words' towards their friends, as their actions can impact on the feelings of others. This has resulted in the setting being harmonious and supportive for all children. When children do experience strong feelings and emotions, staff use the 'colour monster' consistently to support children in naming their feelings and regulating their emotions.

Children respond to familiar cues. For example, when children hear staff ring the bell, they know it is time to stop and listen for the next instruction. Staff are mindful of how they manage changes in the day, to ensure that changes do not impact on children's learning. For instance, when it is time to tidy up the room, staff turn this into a game which piques children's interest. Furthermore, staff turn this into a fun experience where children learn the names of dinosaurs as they put them back into the box, deepening their opportunities to gain new knowledge.

Children's welfare and wellbeing

Strong standard 

Staff know about children's home lives and talk to them about their families, enhancing their sense of belonging in the setting. They discuss the information that parents share about their child's time outside of the setting. This allows children to begin to develop an understanding of the similarities and differences between themselves and their friends.

Leaders are aware of the impact of children not feeling secure at the setting. Therefore, they have developed a settling-in process which is adapted based on children's emotional responses. When needed, children are given time to settle in to quieter group rooms, until they are ready to join in with whole-group activities with their peers. The strength of the staff-child relationships mean that children feel confident and content.

Children's health and personal care are supported through deeply embedded routines from friendly staff. Staff encourage children to wash their hands and tidy up after themselves. Staff explain the importance of these routines and model good practice to children. Children enjoy healthy snacks during their time at the setting, such as fruit, crackers and rice cakes, while adults supervise closely. Staff sit facing children at mealtimes, closely supervising them to keep all children safe.

Curriculum and teaching

Strong standard 

Leaders have created an ambitious curriculum. They ensure that staff have regular opportunities to collaborate. For example, staff attend daily meetings to share best practice, and strengthen their curriculum and teaching skills. Staff agree on what they want children to learn, and this creates a consistent view for all leaders at the setting. Assessments are regularly carried out and are adapted for children with additional needs. Staff use this information to quickly identify and address any gaps in children's learning.

The quality of interactions between staff and children is of a consistently high standard. Staff observe children's play before joining in. They extend children's ideas, commentate on their play and provide children with additional challenges to further their learning. Staff are aware that their interactions can disrupt learning if they are not meaningful. Therefore, they are mindful of the number of questions that they ask, and ensure that their interactions make a positive impact.

Staff embed mathematical concepts into different parts of the daily routine. For example, they sing number songs, explore concepts such as 'bigger' and 'smaller' through construction materials and support children to count animals as they line them up. Leaders place emphasis on children's physical development and communication. They believe that learning occurs beyond the confines of the setting; therefore, children get lots of opportunities to visit local places of interest. For instance, children visit the library and park to deepen their knowledge of the world around them. As a result, children remain engaged and focused throughout the session.

Inclusion

Strong standard 

Leaders recognise that children need to feel safe and included to thrive during their time at the setting, so they take purposeful action to securely meet the needs of all children.

Leaders collaborate with staff and parents to identify any potential barriers to children's learning and development, before creating targeted plans focused on each child's abilities and next steps. Consequently, staff are well equipped to provide meaningful support, with parents reporting a noticeable and positive impact on their child's development at home.

Relationships between staff and children are strong. Staff are respectful, nurturing and understanding in their approach to children, which contributes to children's sense of belonging. The staff adapt the curriculum based on children's needs. For example, they sing songs in other languages for children who speak English as an additional language, to ensure they feel included in key parts of their daily routine.

Leaders use well-designed approaches to address the barriers that some children face. Staff and external agencies deliver learning opportunities which aim to address areas of need, such as their speech and language interventions, which have successfully supported children to develop their vocabulary and confidence. Leaders ensure that children who are not entitled to external support still make progress through targeted activities, and they attend training in order to deliver this. Leaders have developed rigorous processes to monitor the impact of these activities on children's learning before setting new targets. They use this information to decide what the future priorities for the setting are. Leaders use additional funding to make a difference to the experiences of children.

Leadership and governance

Strong standard 

Leaders and those responsible for governance share a vision for a high-quality, inclusive environment which meets the needs of the community they serve. Leaders know the families very well and make informed decisions with their needs in mind, particularly for children with special educational needs and/or disabilities, and those who face barriers in their learning and wellbeing. The experienced leaders have built effective parent partnerships, with parents sharing how well supported they feel by the setting.

Leaders recognise the need to continue to support staff, to ensure that their positive impact is maintained across all area of the setting. Staff receive regular supervisions and appraisals, which are focused on empowering them and supporting their training needs. Staff share that they feel well supported by leaders, who are mindful of their wellbeing and workload when planning developments for the setting.

Leaders and those responsible for governance have established a purposeful and ongoing professional development cycle. This is balanced, and based on the interests of the staff member and the needs of the children. Leaders provide opportunities for staff to cascade the knowledge they have gained to the rest of the team to ensure that all staff benefit. Leaders share current research and benefit greatly from established partnership work with external agencies. For example, leaders work with the local authority to gain an insight into special educational needs and/or disability practices, and implement changes in the setting based on this. As a result, the setting continually develops and strives for excellence.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-
-

What it's like to be a child at this setting

Children arrive happily at this warm and highly-inclusive setting, where they feel emotionally secure, happy and valued. Staff cheerfully greet the children and interact with all families, ensuring that each child is well supported as they start their day. Children show great excitement as they explore the environment around them, which has been carefully planned based around their needs. Leaders have implemented effective procedures to ensure that all children consistently attend and benefit fully from their time at the setting.

Children demonstrate a strong sense of belonging with their friends and the staff. They enjoy playing with their friends and learn important social skills, such as turn-taking and sharing, through the skilful support of staff. Children behave extremely well due to the setting's consistent approach to behaviour. Staff embody kindness, respect and care in their approach, which radiates through to the children. Children enjoy taking part in all aspects of the daily routine, including tidy-up time which is turned into an educational opportunity.

All children benefit from the effective partnerships that leaders have built with external agencies. They work with a range of professionals who enhance the learning opportunities that children are provided with. For example, children take part in a planned sports coaching programme, which supports their physical development, as well as focusing on teamwork and problem-solving. Children demonstrate positive attitudes to learning. For instance, they spend long periods mastering how to use tweezers until they successfully pick up objects.

Children are deeply curious, independent learners who engage in a broad range of stimulating activities. Staff encourage children to use the resources around them to be imaginative. For example, in the art room, children have access to a range of tools and materials to create artwork that is meaningful to them. When speaking to staff, they proudly share what they have made and can discuss the process they followed. Through these experiences, children make sustained and positive progress throughout their time in the setting and are well prepared for the next stage of their education, including starting school.

Next steps

- Leaders should continue to build on their successful work in embedding research-informed practice and training to reduce barriers for children, with the aim of achieving a transformational impact on their achievement and wellbeing.
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About this inspection

The inspector spoke with leaders, staff, the special educational needs coordinator, the designated safeguarding lead, children, parents and carers during the inspection.

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.

Inspector:

Brad Flavien

About this setting

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W2 3TA

Type: Childcare on non-domestic premises

Registration date: 17/12/2024

Registered person: Young England Kindergarten (Bayswater) Limited

Register(s): EYR, CCR

Operating hours: Monday, Tuesday, Wednesday, Thursday : 08:30 - 15:30, Friday : 08:30 - 12:00

Local authority: Westminster

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 29 June 2026

Children numbers

Age range of children at the time of inspection

2 to 3

Total number of places

50

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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Manchester
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