ISI Independent Schools Inspectorate

Ofsted registered early years setting inspection report

24 to 25 March 2026

Kew Green Nursery

Kew Green Preparatory School

85 Kew Green

Richmond

TW9 3AH

The Independent Schools Inspectorate is commissioned by Ofsted to inspect registered early years settings in independent schools in England which are members of associations in membership of the Independent Schools Council. Ofsted is the regulator for early years registered settings in England.

Inspection outcomes

Safeguarding	Met
Inclusion	Strong standard
Curriculum and teaching	Strong standard
Achievement	Strong standard
Behaviour, attitudes and establishing routines	Strong standard
Children's welfare and wellbeing	Strong standard
Leadership and governance	Strong standard

The extent to which the school meets the requirements of the early years foundation stage

The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

Summary of inspection findings

1. Children are welcomed warmly into this happy, nurturing setting. Children come excitedly into the nursery with big smiles, using friendly and polite greetings to everyone, showing that they feel safe, secure and ready to learn. Their day starts with shared activities all together. This gives children time to settle gently into their day and provides opportunities to interact with children of different ages. Staff demonstrate a clear purpose for the curriculum that enables every child to develop and grow. Staff are vigilant and prioritise children's safety and wellbeing at all times. This strong culture of care and responsive support enables children to thrive.

2. Children achieve very well and make sustained progress from their starting points across all areas of their learning. Staff are very knowledgeable and systematic in identifying the needs of children who may require additional support. Staff implement precisely targeted strategies to meet children's individual needs. Children who have special educational needs and/or disabilities (SEND) and those who face barriers to their learning, benefit from highly skilful teaching and support that is carefully adapted to their learning and development needs.

3. Families are welcomed into the nursery and their contributions and experiences are valued. Children quickly develop their confidence and a sense of belonging as part of the nursery community. Children who speak English as an additional language (EAL) are supported very effectively to extend their vocabulary and communication skills in English through the curriculum and daily interactions with staff.

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4. Learning is seamlessly integrated throughout the day. Children show curiosity and delight in exploring activities that are thoughtfully planned to match their interests and developmental stage. Leaders place a high priority on fostering independence, respect and curiosity by offering rich learning experiences that extend children's learning. This builds children's confidence and age-appropriate knowledge and skills. Leaders ensure that children build continuously upon their knowledge, skills and understanding so that children gain a secure foundation for learning beyond the early years.

Safeguarding

5. Safeguarding is met.

6. 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.

Inclusion

7. The grading for inclusion is at the strong standard.

8. Leaders and staff know each child very well and prioritise inclusion throughout the nursery. Highly effective partnerships with parents help create a nurturing, home-from-home environment, where each child's unique personality and experiences are valued and celebrated.

9. Leaders demonstrate highly effective and inclusive practice. They ensure that children's learning and development needs are identified accurately at an early stage. Leaders and staff assess children's individual needs regularly and rigorously, using detailed information from parents, guidance from external specialists and their own accurate observations. Leaders ensure that staff consistently plan purposeful support that enables each child to participate, engage and make consistently good progress.

10. Resources such as picture cue cards, sensory support toys and visual timetables are used highly effectively to help children communicate confidently and express their needs clearly. This supports children who have SEND and those who face additional barriers to their learning particularly well. Children who speak EAL are supported very well to develop their communication skills through the use of a tailored programme to support English language learning. They also benefit from highly skilful interactions with staff and teaching that promotes their English language development, listening and understanding.

11. Staff across the nursery have an in-depth knowledge and understanding of the needs of each child. The key person system is very well established. Children are confident in their relationships with adults across the setting and move seamlessly to engage with other staff members, who know them equally well. Staff are continually alert and responsive to children's learning and emotional needs. Staff make appropriate adaptations to support children so that they can learn successfully throughout the day, developing their knowledge and skills very well across all areas of learning.

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Curriculum and teaching

12. The grading for curriculum and teaching is at the strong standard.

13. Leaders have crafted an expertly structured curriculum that is ambitious and highly responsive to the needs of all children. The curriculum is carefully sequenced to enable children to develop their knowledge and skills across the required areas of learning. Well-qualified and knowledgeable staff skilfully devise meaningful activities that help connect children's interests with their next learning steps. For example, by providing a carefully selected range of materials, staff enable children independently to design their own space rocket following the telling of a favourite story.

14. Staff are quick to identify children's emerging needs. Purposeful assessment enables staff to check what children know and can do and match their teaching to children's individual needs and starting points. Leaders readily seek support from external agencies to provide specialist guidance and advice to help reduce the barriers children may experience in their learning. Staff tailor their planning precisely and adapt activities skilfully to ensure that all children participate fully and successfully in learning and in the life of the nursery. Resources are selected thoughtfully to promote inclusion and enhance learning opportunities, such as when staff use props to tell a story alongside the verbal narrative.

15. Staff consistently promote children's communication and language. Through high-quality, skilful interactions staff use rich vocabulary to narrate what children are doing and allow time for children to pause, think and respond. This enables children to deepen their knowledge and understanding across all areas of learning. Staff treat each moment of the day as a learning opportunity, including daily routines, independent and group play, and adult-guided experiences. Children talk enthusiastically with each other and with adults about their ideas and achievements.

16. The curriculum for mathematics enables children to practise and apply their growing knowledge of numbers, mathematical concepts and mathematical language. They become increasingly confident in comparing the size and position of objects using the correct vocabulary. Staff enable children to practise counting regularly through taught sessions as well as through daily routines. Leaders ensure that children have regular opportunities to develop their physical strength and co-ordination.

Achievement

17. The grading for achievement is at the strong standard.

18. Children achieve consistently well and make sustained progress from their different starting points across the carefully planned and sequenced curriculum, which is delivered through skilled and knowledgeable teaching. Children confidently use ambitious vocabulary that is explicitly taught. They learn to appreciate patterns and rhymes as they join in with key refrains in story sessions, recognise letters in their name, describe water as 'dripping' and name shapes correctly when making patterns with beads.

19. Children show confidence, curiosity and engagement in daily routines and play. They develop important skills in communication, early literacy, mathematics and social interaction. They take part in creative, sensory and problem-solving activities and apply their skills independently and when working with others. Children develop resilience and determination and are motivated to try again

when tasks are challenging. For example, they persist well when encouraged by staff to recognise numbers of carrots on a plate without needing to count. Children solve problems when following their own designs for a house in the outdoor construction area, and deciding which tools to use to suit different tasks.

20. Children benefit from a well-planned programme of physical skills development. Balance and co-ordination are developed well through activities such as kicking a football through hoops, dribbling it around cones and scoring a goal. They build the strength in their hands when they carefully manipulate dough, stretch elastic bands and thread laces. These activities prepare children very well for early writing and drawing, and pencil control.

21. All children, including those who have SEND, access the full range of learning opportunities and continually build their skills and knowledge as a result of the precise support that they receive. Children who speak EAL develop and extend their use of vocabulary and speak English with increasing confidence, accuracy and understanding. Across all areas of learning, children show independence, confidence and resilience. They are very well prepared for their next stage of learning. Children transition to their new class and eventually on to school with secure knowledge, skills and a positive attitude towards their learning.

Behaviour, attitudes and establishing routines

22. The grading for behaviour, attitudes and establishing routines is at the strong standard.

23. Leaders and staff work in close partnership with parents to promote positive behaviour management strategies, providing consistency for children between home and the nursery. Leaders and staff consistently maintain high expectations of children's behaviour. Children themselves demonstrate high levels of respect for one another and for adults, and share resources willingly. They show growing independence in managing their own belongings and in following the routines which they understand clearly.

24. Staff build warm and deeply trusting relationships with children. This helps children feel a secure sense of belonging. Staff are excellent role models who sensitively and skilfully help children to think about their actions and support them to work together with their friends. Staff communicate clearly and check that children understand what is being asked of them. Staff are highly effective in teaching children the strategies they need to help them manage their own feelings and to recognise and respond appropriately and sensitively to the feelings of others.

25. Leaders work closely with parents to promote the importance of their children attending regularly and arriving on time. Staff consistently consider each child's age and stage of development, recognising when children may need extra support, comfort or reassurance, which they readily provide. When daily routines change, due to the weather for example, staff talk about the reasons why to support children's wider understanding. Children show sustained interest and deep levels of involvement in their play and across all areas of their learning.

Children's welfare and wellbeing

26. The grading for children's welfare and wellbeing is at the strong standard.

27. Children's welfare and wellbeing are prioritised consistently through thoughtful care practices and a highly respectful culture that values the uniqueness of each child. Staff have a thorough understanding of the children in their care. Staff establish positive relationships with families and understand any potential barriers children may have to their learning or development. Working with parents, staff consistently deliver high quality care to all children and meet their individual needs. For example, resources such as visual cue cards are provided for use at home, and sensory needs are supported at nursery with comfort blankets from home. These secure and responsive relationships ensure that children receive tailored support that helps them to flourish.

28. Staff and leaders consistently prioritise the welfare and wellbeing of all children. Leaders effectively monitor and review the nursery's policies, practice and procedures to support this. Leaders ensure that all staff are confident about how to keep children safe and report concerns. Leaders provide information and support to families on aspects such as potty training and online safety. Staff are highly effective in communicating with parents and are consistently responsive to children's needs.

29. Staff deliver highly effective care practices which build children's confidence and independence. Children learn to manage their own personal hygiene and routines. For instance, children serve themselves with healthy choices at snack time, recognise foods that are less harmful for their teeth, wash their hands thoroughly, hang up their coats and tidy resources away. Staff give particular attention to each child's individual needs, interests and personalities. This fosters in children of all ages a strong sense of self-confidence and self-esteem. Children are familiar with the daily routines and show confidence and high levels of engagement as they thrive during their exciting nursery day.

30. Leaders promote children's physical health and wellbeing and provide opportunities to take measured risks indoors and outdoors. Children are supported to carefully consider risks for themselves when trying new activities or skills such as, for example, when using climbing equipment or tools in the outdoor area, fostering independence and responsibility. Outdoor experiences are rich and varied, inspiring exploration and promoting resilience, such as opportunities to grow plants and vegetables. This also helps to develop children's understanding of healthy lifestyles.

Leadership and governance

31. The grading for leadership and governance is at the strong standard.

32. Leaders share their expertise and professional learning and provide clear direction and guidance to staff, which ensures high quality teaching and care across the setting. Leaders are highly aspirational and set clear aims and expectations for children's learning and achievement, underpinned by an ambitious and carefully planned curriculum. Leaders design and plan the curriculum so that children's experiences build progressively on what they already know and can do. Planning is consistently responsive to all children's interests and needs, ensuring that all children can participate fully and make progress.

33. Leaders foster a culture of reflection and continuous development across the staff team. Staff feel valued and empowered to contribute ideas that help make a meaningful difference to children's lives. For example, an initiative to develop children's imagination and expressive language through dough activities for the younger children and a drawing club for the pre-Reception class has been introduced as a result of collaboration between leaders and staff. Leaders carefully prioritise staff

welfare through regular supervision meetings, where they discuss their individual workload, personal support and professional development needs.

34. Partnerships with families and external agencies are strong, ensuring children receive very well co-ordinated support that consistently reduces barriers to learning and engagement and promotes inclusion. Parents are valued as partners in supporting their child's learning journey. Children thrive in a vibrant, nurturing setting where consistently high-quality education and care support them to develop and achieve very well across all areas of their learning and development.

Recommended next steps

Leaders should:

- extend the specialist teaching knowledge and expertise of staff in identifying and meeting children's specific and changing needs.

Registered setting details

Registered setting name:	Kew Green Nursery
Unique reference number:	2698348
Address:	85 Kew Green, Richmond, TW9 3AH
Phone number:	020 3370 7301
Email address:	secretary@kgps.co.uk
Website:	www.kewgreennursery.com
Proprietor:	Gardener Schools Group Ltd
Nominated individual:	Jessen Chen
Age range of children at the time of the inspection:	2 to 4 years
Total number of places:	45
Number of children on roll:	44
Date of previous inspection of the registered setting:	12 February 2025

Information about the setting

35. Kew Green Nursery registered in 2022. The registered setting operates from Kew Green Preparatory School. The setting is open during term time from 8 am to 4 pm, Monday to Friday.

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Inspection details

Inspection dates	24 to 25 March 2026

36. One inspector visited the registered setting for two half days. This inspection took place at the same time as the inspection of Kew Green Preparatory School.

37. Inspection activities included:

- shared observation of learning in collaboration with the setting leader
- discussions with the school leaders and other members of staff
- discussions with parents
- discussions with children
- observations of children's routines, including eating and transition times
- scrutiny of a range of policies, documentation and records provided by the setting.

38. The inspection team considered the views of staff and parents who responded to ISI's pre-inspection surveys.

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