

Inspection of Pangbourne House Ltd

2 Pangbourne Avenue, London W10 6BT

Inspection date: 7 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely enthusiastic to commence their nursery day. Greeted by staff, they independently hang up their coats and bags and quickly find something of interest. The curriculum is exceptionally ambitious, and children show extremely high level of focus at their chosen tasks. They spend sustained periods of time completely engaged in what they are doing.

Behaviour of children is exemplary. Children are empathetic to one another. Older children help and support younger children, mimicking the way staff support them. For example, during lunch younger children ask how to open their yoghurt. Rather than doing it for them, older children show them the flap of the lid that makes it easier to pull. Staff help children understand the concept of sharing and taking turns. Children ask politely if they can use a particular resource next. In the garden, children use a timer to take turns with the car. Once the timer shows it is the next child's turn, children willingly exchange roles.

Children with special educational needs and/or disabilities are extremely well supported. Staff work in partnership with other agencies involved in children's care, learning and development to provide consistent support. A dedicated sensory room provides children with a calming, safe space away from the main classrooms when they may feel overwhelmed.

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

- Staff are highly qualified. They have a wealth of experience and come to the setting with a real passion and enthusiasm for making a difference to the lives of all children. Leaders and managers have developed an extremely well-designed curriculum that merges their Montessori philosophy with the early years foundation stage. Children make exceptional progress from their starting points and are extremely well prepared for the next stage of their learning.
- The curriculum for children's communication and language is superbly designed to expand and build on their vocabulary over time. Children confidently share their ideas and opinions with others. They understand concepts learned and use scientific language correctly. For example, discussing how their lunch is travelling through their digestive system. Children hear language through stories, rhymes and songs. Children enjoy looking through books independently. They listen to staff read, laughing as different tones and noises are made to bring the story to life. Children retell familiar stories using the puppet theatre within the creative room.
- Children are exceptional problem solvers, willing to give new experiences a try and show perseverance when encountering difficulty. Staff are extremely skilled at supporting children with words of encouragement or suggesting ideas, but

they do not take over. When staff see that children may need more support, they respectfully ask 'may I help you?' before stepping in.

- Children learn about the world around them. For Chinese New Year, the whole setting came together for an assembly where children proudly paraded a dragon they had made. Children learned about the characteristics of the different animals of the zodiac and their unique characteristics. Children were able to then look at what makes them unique and special, understanding that although they are all different, they were all part of this setting community. Children listen intently and respectfully to each other and ask questions, showing interest in their experiences of others.
- Children have a wealth of opportunities to practise their early mathematical skills. During group snack within the creative room, children count how many children are present and count out a biscuit for each. Children confidently use mathematical language, such as 'more' and 'less than' within their play.
- Partnership with parents is exceptionally strong. Parents describe the setting as a 'magical' place, complimenting the gentle approach staff have with children. Parents feel very involved within the setting, describing leaders and managers as extremely approachable. Parents are regularly invited into the setting to discuss children's individual learning and development and work together on setting next steps.
- Staff at the setting report feeling extremely well supported. Throughout the week there are various opportunities where they can meet with leaders and managers to evaluate and discuss any concerns they may have. Staff are supported to continue their own professional development with further training.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY487906
Local authority	Kensington and Chelsea
Inspection number	10308467
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	41
Name of registered person	Pangbourne House Limited
Registered person unique reference number	RP907734
Telephone number	02089649555
Date of previous inspection	2 March 2018

Information about this early years setting

Pangbourne House Ltd registered in 2015 and is located in Ladbrooke Grove, West London. The setting is open from 9am to 3pm, Monday to Friday, term time only. The setting is a Montessori-run setting. There are 12 members of staff; of these, two hold a qualification at level 7, six staff hold qualifications at level 6 and the remainder hold qualifications at level 3. The setting receives funding to provide early education to children aged three and four years old.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The nominated individual joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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