

Inspection of Two Hands Preschool

Unit A, The Tramshed Building, 45a Goldhawk Road, London W12 8QP

Inspection date:

5 June 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children enjoy a rich-learning experience that prepares them for future learning exceptionally well. Children gain a sense of themselves as they explore the diversity of the local area on daily walks around the community, such as to the allotment and to the local market to learn about where food comes from. Children are physically active, and they develop great confidence in their abilities. They persevere to master obstacle courses and become skilled at throwing beanbags onto a target.

Children behave exceptionally well and show great care for their friends. For example, they notice when their friends are sad and give them their favourite scarf for dancing. Children cooperate extremely well together in their play. They independently work together to solve problems, such as how to tip the last of the water out of a dispenser. Staff use group times to engage children's interest in books. The oldest children learn the purpose of the detail on the back of books, which prepares them well for future reading.

Leaders and managers have great ambition for children to become curious, independent and develop the skills they need for future success. Staff have a strong understanding of the curriculum's learning intent and tailor their interactions to support children's learning. They plan a highly stimulating environment that children are excited and motivated to explore.

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

- Children's learning is expertly sequenced, which means children build on what they know and can do. For example, younger children develop their finger strength as they pick up seeds to make sunflower pictures. Older children develop greater control as they draw detailed pictures and learn to write their name. All children make excellent progress from their starting points.
- Children with special educational needs and/or disabilities are extremely well supported. Leaders and managers guide staff to put detailed support plans in place. There are effective strategies in place to share information with parents, such as advice and resources, to further support children's learning at home.
- Staff are highly skilled in their teaching. They challenge children's thinking by asking questions, such as 'I wonder?' and 'how could we?' This promotes children's curiosity and encourages them to develop their own ideas during their play. Children have extremely positive attitudes to their learning.
- Children develop excellent communication and language skills. Staff frequently assess children's language skills and implement effective strategies to support children who have gaps in their learning. Children develop an extremely wide vocabulary, learning words such as 'recipe' and 'nerves'. Children are extremely

confident communicators, and they engage in conversation with their friends and adults.

- Staff are highly effective in using stories to engage children's attention. Children listen attentively and with interest. Younger children gather round and point to the pictures, while older children share their ideas about what will happen next. Children develop a love of books, which prepares them extremely well for learning to read at that stage in their learning.
- Children learn about democracy and gain confidence to share their views. Staff seek children's opinions, such as taking a vote on where to go during an outing or which book to read. Children learn to respect the outcome and to respect the views of others.
- Children learn to understand and manage their own emotions. They talk about how they use stretchy toys when they feel angry and enjoy calm moments with their friends in the quiet area. Children have high levels of self-control and regulate their behaviour extremely well.
- Parents speak extremely highly of the provider. They say their children develop high levels of confidence. Partnerships with parents are strong. Parents receive frequent updates about their children's development and appreciate the guidance that staff provide for supporting their children at home.
- Leaders and managers are highly reflective and go beyond the requirements to continuously review the quality of provision. As a result, they identify areas for improvement and seek learning opportunities to extend their already expert knowledge. This has had a significantly positive impact on the experience of children and how well they are prepared for the next stage in their learning.

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	2710047
Local authority	Hammersmith & Fulham
Inspection number	10380774
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	48
Number of children on roll	45
Name of registered person	Two Hands Preschool Limited
Registered person unique reference number	2710045
Telephone number	02081323294
Date of previous inspection	Not applicable

Information about this early years setting

Two Hands Preschool registered in December 2022. It is located in purpose-built premises in the London Borough of Hammersmith and Fulham. The pre-school operates from 8am to 6pm, Monday to Friday, throughout the year. The provider employs 13 members of childcare staff. Of whom, nine hold relevant childcare qualifications between level 2 and level 6 qualified teacher status. The provider offers government funded places for eligible children.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- The nominated individual, the manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years foundation stage curriculum.
- Children told the inspector about their friends and what they like to do when they are at the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager and the nominated individual.
- Parents spoke to the inspector and shared 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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