

Whizz Kids Pre-School

Unique reference number (URN): EY368363

Address: Ashford Park Primary School, Station Crescent, ASHFORD, Middlesex, TW15 3HN

Type: Childcare on non-domestic premises

Registered with Ofsted: 09/10/2008

Registers: EYR

Registered person: Clough, Charlotte

Inspection report: 21 November 2025

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.

Needs attention

Achievement

Needs attention 

The progress children make across all areas of their development is not consistent. This is particularly evident within communication and language as an area of learning. In particular, children who speak English as an additional language are not fully supported to make sufficient progress. Children do not have enough opportunity to learn through the use of targeted strategies to support their understanding of language. Equally, children with special educational needs and/or disabilities do not make progress as swiftly as they could. There is not enough focus on evaluating what children already know and can do to ensure next steps for learning are accurate. Children's progress and achievement through the curriculum do not prepare them for the next steps in their learning journey, including preparing for school. Next steps for learning do not support children's sequence of developmental milestones. For example, independent self-care skills are prioritised over building children's communication and language when language development underpins all areas of development. This impacts overall achievement levels for some children in all areas of development.

Behaviour, attitudes and establishing routines

Needs attention 

Support for children to learn the outcome of their actions and how to follow rules is not consistent. Some staff model following the rules and reinforce these by encouraging children to join in. For example, children are encouraged to help wipe up water when the floor becomes slippery during water play. However, teaching children why they should do this is inconsistent. This means children often know what must be done and what rules to follow but may not fully understand why they must do so.

Support for children to learn the benefit of turn-taking is not fully embedded. Children are learning to take turns and share toys. Staff support children if they are finding this difficult. For example, they provide sand timers to help children know when it is their turn. Occasionally, they do not follow up with children when they forget their turn, which minimises the impact for children to see the value in turn-taking.

Staff create a positive environment and have good relationships with their colleagues. This supports children to learn how to interact with others and build relationships.

Children's welfare and wellbeing

Needs attention 

Staff do not support children to wash their hands after blowing their own noses, increasing the risk of spreading infections, coughs and colds. There are procedures that support staff and children to practise good hygiene habits before mealtimes, and all staff and children wash their hands before eating. In general, leaders implement policies and procedures to support staff to promote children's wellbeing and safety.

Leaders provide healthy snacks for children to enjoy, and they encourage parents to provide healthy and balanced foods in lunch boxes. During mealtimes, staff talk to children about what they are eating, and during energetic activities, staff explore with children how their

bodies feel. For example, they ask children to feel their heartbeat and explain that hearts beat faster during physical activity. Children are starting to learn about their bodies and how movement impacts on them.

Staff build secure attachments with all children. Children feel safe and secure. They are confident to ask staff for help with personal care, play or interactions with their friends. Staff are responsive to children's individual needs. Staff support children to recognise their emotions. For example, they explore how characters are feeling during story time. This supports children to start naming emotions and understand the feelings behind them. Children's emotional wellbeing is well supported.

Curriculum and teaching

Needs attention 

Staff do not have the knowledge and understanding of the setting's curriculum. Leaders intend to use the early years foundation stage (EYFS) as the curriculum to meet areas of development for all children. Activities are planned to support children's current interests. For example, children explore topics such as 'Space' with staff, and children dress up as astronauts. Children enjoy playing, but staff teaching skills are varied, meaning that opportunities for learning are not as effective as they could be.

Staff's teaching and promotion of children's communication and language are inconsistent. For example, children are not always given enough time to process what they have heard in order to think and respond, particularly those who speak English as an additional language. Additionally, although staff plan plenty of activities that would support opportunities to explore mathematical concepts and learn new vocabulary, they do not include a broad range of mathematical language to teach different mathematical concepts.

Staff provide children with plenty of opportunities to build children's social skills and physical play. For example, children enjoy playing hide and seek together in the garden. The curriculum is designed to support children in all areas of development within the EYFS. However, inconsistency in how and when leaders and staff carry out and evaluate assessments impacts children's learning and development.

Inclusion

Needs attention 

Staff knowledge of how to support children with special educational needs and/or disabilities (SEND) is inconsistent. Consequently, the quality of support in place for each child is variable. Staff are able to identify children's individual needs. However, they are not always clear on what support to offer children to support their needs. For example, they do not always identify which individual need is the highest priority. This means that children are sometimes set next steps in learning that are not well planned. Leaders' overview of the processes and procedures for supporting children with SEND is not prioritised. For example, progress and assessments are monitored and evaluated inconsistently. This means that for some children the gaps to learning are not closed as swiftly as they could be. Staff lack knowledge on how to plan, assess and review the support children need to minimise barriers to learning.

The setting works with external professionals to seek support for children with SEND. Staff benefit from their knowledge and implement suggestions. Staff work alongside families to

support children with individual needs, providing parents with information on their child's learning so that they can support this at home.

Leadership and governance

Needs attention 

Leaders do not always identify areas for development in the setting. For example, leaders do not ensure that staff understand the curriculum and how to support all children's development, in particular those with special educational needs and/or disabilities (SEND), so that they make sufficient progress. When evaluation does highlight that more time needs to be found to organise the planning and support for children with SEND, leaders do not prioritise the importance of this.

Leaders do not prioritise time to observe staff teaching to evaluate the impact of the curriculum and teaching on children's development. In turn, they do not identify and prioritise the focus of staff training accurately. This means that training delivered through staff meetings and supervision is not as targeted as it could be.

Leaders evaluate the setting's strengths. For example, they understand that they have built a team that has secure relationships, which supports how well staff work together as a team to support each other. The team is happy, and members enjoy being part of the setting. This in turn supports a positive environment where children feel happy.

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

Children's learning through play is varied due to inconsistencies in teaching. There is a wide range of activities to support children's development, and children are encouraged to access these with staff. For example, staff and children spend time creating crafts together, which supports children to build their fine motor skills. A lack of purposeful planning of children's learning means that while children do enjoy playing, their learning is not as effective as it could be. In particular, children with special educational needs and/or disabilities need more focus on what they need to learn next to make progress in all areas of their development.

Children explore in a safe and secure environment. Generally, children's care needs are responded to in a way that supports their physical and emotional wellbeing. For example, they are supported to get changed out of wet clothes after play. However, staff do not always support children to practise these skills independently, minimising the opportunity for children to prepare for their next stage of learning, including school. In addition, children are not learning all of the healthy habits they need to stay well. For example, they are not

supported to wash their hands after blowing their nose. Children form good relationships with their peers and staff. Children arrive ready for a day of play with their friends. They are welcomed warmly at the start of their session, and they separate confidently from their parents and carers.

Children enjoy yoga sessions. Staff teach children each pose, and children excitedly join in. They remember the poses and how to create the shapes with their bodies. They are building on their core muscles as well as their gross motor skills.

Next steps

To meet the requirements of the Early years foundation stage the provider must take the following actions by the assigned date:

Action	Completion Date
put in place an improved process for supporting children with special educational needs and/or disabilities so that robust and effective support is provided for all children	19/12/2025
ensure staff have a secure knowledge of the curriculum and how to implement it effectively so that all children's learning is catered for	16/01/2026
monitor staff's teaching and practice to ensure any gaps in their knowledge and skills are identified and supported with professional development	16/01/2026
collate all children's starting points in a timely manner so that staff use them to plan effective next steps in learning that support children's development	19/12/2025
ensure staff know how to consistently support children to understand the rules and boundaries that are in place and why they are in place	16/01/2026
ensure that all staff support children to create hygiene habits, such as good handwashing after nose blowing, that support their wellbeing	19/12/2025

About this inspection

The inspector spoke with leaders, practitioners and the special educational needs coordinator 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.

A quality assurance visit by an additional inspector was carried out at this inspection.

Inspector:

Nicole Odell

About this setting

Unique reference number (URN): EY368363

Address:

Ashford Park Primary School
Station Crescent
ASHFORD
Middlesex
TW15 3HN

Type: Childcare on non-domestic premises

Registration date: 09/10/2008

Registered person: Clough, Charlotte

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 09:00 - 12:00, Monday, Tuesday, Wednesday, Thursday, Friday : 12:30 - 15:00, Monday, Tuesday, Wednesday, Thursday, Friday : 09:00 - 15:30

Local authority: Surrey

Facts and figures used on inspection

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



This data is from 21 November 2025

Children numbers

Age range of children at the time of inspection

Total number of places

26

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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