

Kids Inc Day Nursery

229-231 Beehive Lane, Ilford, Essex IG4 5EB



Inspection date	16 August 2019
Previous inspection date	31 March 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Transitions from one area within the nursery to another are not well managed and do not support children's emotional well-being or self-confidence. Therefore, children do not settle very easily. In addition, staff do not communicate with parents and with each other effectively to make the transition process for each child as smooth as possible.
- Staff do not complete the written progress check for children aged between two and three years as effectively as required and do not share this with parents.
- At times during planned activities, it is not made clear to the children what they are supposed to be learning. Teaching is inconsistent and does not always extend children's thinking, motivate or challenge them as they play.
- Although leaders evaluate the quality of the provision, it is not yet rigorous enough to identify areas for development.

It has the following strengths

- Children benefit from a well-resourced indoor and outdoor environment. This enables them to explore and develop their imaginations and physical skills. Children use builders' tools and learn to use these safely.
- Children behave well. Staff are consistent in sharing their expectations to help children learn about the consequences of their actions and acceptable behaviour.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
develop partnership working with parents to improve transition procedures and adapt them to fully reflect the needs of each individual child	30/09/2019
ensure children's progress check at age two years, accurately identify children's developmental points and use these effectively to plan for the next steps in their learning, and share this with parents.	30/09/2019

To further improve the quality of the early years provision the provider should:

- raise the quality of teaching even further by giving children opportunities to understand what it is that they are learning from planned adult-led activities
- review routines, such as meal and sleep times, particularly for babies, to fully meet their individual needs and support their emotional well-being
- strengthen self-evaluation processes to accurately identify and address areas of development, to consistently improve all aspects of the provision.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector looked at a sample of documentation, including staff suitability checks, accident records and records of children's attendance.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held discussions with the managers during the inspection about children's care and the activities provided for them.

Inspector

Rubina Nijabat

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Leaders support the staff in developing their safeguarding knowledge, for example through regular meetings and staff training. Staff have a good understanding of procedures and know how to identify signs of abuse and neglect. Leaders are ambitious and eager to improve. However, procedures for evaluating provision are not sharp enough to strongly support improvements. This said, they monitor the progress children make to help recognise and address any gaps in their learning. Staff work with a range of professionals, such as specialist advisers, to provide individually planned programmes of support for children with special educational needs and/or disabilities. Staff have regular opportunities to update their skills and knowledge through professional development training. However, they are not given strong enough support to help them understand their roles and responsibilities.

Quality of teaching, learning and assessment requires improvement

Inconsistencies in teaching mean that not all staff use their interactions well enough to support children's learning and keep them challenged, motivated and engaged. Some staff help children develop their curiosity and explore the environment around them. For example, staff encourage children to try different sensory experiences, such as soil, water and sand activities, where they investigate different textures. Most children interact well with each other and learn to confidently share their ideas and needs with staff. Children develop effective early reading skills as they name colours and shapes and learn new words associated with racing cars and trains. Younger children have good opportunities to develop their physical development. They use a range of craft materials and learn to use simple tools with control.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's well-being and confidence cannot always be assured. However, staff are friendly and kind, and are good role models who treat children with respect. Children behave well and gain good social and independence skills. For example, they manage their own needs, such as pouring out their drinks and putting on their coats, and older children help to set up at mealtimes. Children confidently participate in hygiene routines. For example, they learn to wash their hands after messy play and after going to the toilet. However, some staff miss opportunities to support younger children's welfare needs. Babies become unsettled and tired as their sleep requirements are not met. Staff rigidly follow set routines instead of prioritising babies' sleep needs.

Outcomes for children require improvement

Weaknesses in the quality of teaching mean that not all children are consistently making enough progress in their learning and development. Nevertheless, older children are learning some of the skills they will need to prepare them for their eventual move to school. For instance, children learn to use writing tools effectively and write their names with good control. Younger children move confidently and explore their environment. Children learn mathematical skills and match shapes and count as they play.

Setting details

Unique reference number	EY365105
Local authority	Redbridge
Inspection number	10114943
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	100
Number of children on roll	132
Name of registered person	Select Enterprises (South East) Limited
Registered person unique reference number	RP905982
Date of previous inspection	31 March 2016
Telephone number	0208 550 7400

Kids Inc Day Nursery registered in 2007 and is located in Ilford, in the London Borough of Redbridge. The nursery is open every weekday from 8am to 6pm for 51 weeks of the year. It receives funding to provide free early years education for children aged two, three and four years. The nursery employs 30 members of staff, 27 of whom hold relevant qualifications from level 2 to level 3.

This inspection was carried out by Ofsted 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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