

Inspection of Kidz Kabin

Ivy Cottage, Bournebridge Lane, Stapleford Abbots, ROMFORD RM4 1LU

Inspection date: 11 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are highly focused as they play. They behave well and happily join in with others. Staff support children to share and take turns. They model this appropriately to children during play. Staff respond sensitively to children if they become upset. This helps children to settle quickly and feel safe.

Children enjoy exploring their surroundings. Staff enable them to do so safely. For example, they explain to children why they need to wait at the gate to the car park on their daily walk. Children learn about nature and animals. For instance, they visit a pony and feed it leftover vegetables from snack time. Children pass the vegetables over the fence carefully. Once again, staff support them to understand the potential risks around them, such as the wire on the fence.

Staff skilfully support children's curiosity during activities. For example, children find conkers outside in the garden. Staff encourage them to collect these and bring them inside to add to the play dough. They support children to make models out of the materials they have found. Staff ask children a range of questions about what they make. This helps children to develop their imaginations as they play.

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

- The manager and owner support their staff team appropriately. Staff feel valued and confidently share ideas and suggestions with the wider team. They communicate respectfully with one another. The manager supports them to complete relevant training to develop their professional knowledge. Staff find their regular supervision meetings useful and the manager observes staff's practice to help them to improve further.
- Parents speak highly of the staff at the pre-school. They readily share information with the staff. For example, they share photographs of activities children have completed at home. The staff use this information to support children's learning by encouraging them to discuss the photographs with their friends at pre-school.
- Staff are aware of children's individual needs. This includes children with special educational needs and/or disabilities. Staff work closely with other professionals to ensure that children's needs are met. They discuss various strategies together, which staff implement effectively. Staff communicate well with parents, for example, by sharing these strategies with them. This helps to support the continuity in care and learning for children between home and the pre-school environment.
- Children become highly independent. For instance, they wash up their plates and cups by themselves after they finish snack. They confidently select resources for themselves. Children are kind and helpful to one another. For example, they

greet their friends excitedly at the start of the session. Children help their friends to move chairs so that they can join them at the table for meals. Staff support children to interact positively with one another. This helps children to develop their social skills.

- Staff build on children's mathematical understanding. They introduce relevant vocabulary to the games children play. For example, they talk to children about 'big' and 'small' containers. Staff help children to learn to count, for example by counting the number of steps on the toy slide.
- Children learn about the diverse world around them. Staff use their own personal knowledge and experience, as well as inviting visitors to the setting from the wider community. Staff bring in items, such as medical equipment, to show the children. Other staff members share information with children relating to visiting public services, such as the opticians. The manager utilises other members of the community, such as grandparents. These visitors share information with children, such as talking about the cultural festivals that they celebrate.
- Staff know the children well. They complete regular assessments and monitor children's progress closely. However, the manager has recently introduced a new planning process. This process is not yet fully embedded, which means that staff are not always planning suitably challenging activities to extend children's learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have a strong understanding of how to support children's well-being. The manager assesses staff's knowledge regularly. She provides staff with relevant safeguarding training to ensure their knowledge is up to date. Staff can confidently identify the potential signs of abuse and neglect. They are aware of potential signs of wider issues, such as how to identify children who may be at risk of exposure to extreme views and behaviour. Staff know who to raise their concerns to and the processes to follow.

What does the setting need to do to improve?

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

- continue to strengthen and embed new planning systems so that staff can support children more effectively to make rapid progress in their learning and development.

Setting details

Unique reference number	EY384819
Local authority	Essex
Inspection number	10062984
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	22
Number of children on roll	31
Name of registered person	Kidz Kabin Partnership
Registered person unique reference number	RP902722
Telephone number	01708 688 093
Date of previous inspection	21 October 2015

Information about this early years setting

Kidz Kabin Pre-School registered in 2008. It is situated in Stapleford Abbots, Essex. The pre-school is open from 9am until 3pm, Monday to Thursday and from 9am until 1pm on Friday, during school term time. The pre-school employs nine members of staff. Five staff members, including the manager, hold appropriate early years qualifications at levels 2 or 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Hardy

Inspection activities

- The inspector had a tour of the premises indoors and outdoors.
- The manager and owner held discussions with the inspector regarding how the pre-school operates and how they organise their curriculum.
- The inspector spoke to parents and took their views into consideration.
- The manager and inspector jointly observed the quality of teaching. They discussed the impact of the teaching on children's learning.
- The inspector held discussions with staff members and children at appropriate times throughout 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.

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