

# Inspection of Kids Inc Day Nursery

71 Cleveland Road, South Woodford, London E18 2AE

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Inspection date: 14 January 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The friendly staff team offers a warm, welcoming environment. Children feel safe and secure. They enjoy a wide range of activities and are happy and keen to attend. Children seek reassurance and comfort from familiar adults and value their presence. For instance, they are delighted when staff play alongside them, adding to their enjoyment. However, at times, staff deployed in rooms are not familiar with the children's care routines and learning. As a result, not all children receive consistency with their care routines and learning throughout the day. Children form strong relationships with their friends and enjoy one another's company. Their communication is well supported, particularly in the pre-school and baby rooms. For example, story times are interactive and engaging. Children listen attentively, and excitedly join in with the repeated text. Staff extend children's learning. They ask children questions and introduce new words. Staff are flexible with their teaching approach, adapting experiences to incorporate children's ideas, opinions and individual likes and dislikes. However, on occasions, some staff do not fully understand all policies and procedures, and therefore do not implement or follow them correctly. This means that children's individual needs are not fully supported.

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

- The manager works closely with external professionals and the local authority to provide support for children with special educational needs and/or disabilities, and to identify children who need additional support. Key persons hold a wealth of information about their key children. However, the manager does not always deploy the key person to work directly with their key children. As a result, some staff working with children do not have a good enough understanding of their developmental needs to support their learning.
- Staff interactions with children in the two- to three-year-old room are not consistently good enough to support children's care routines. Staff do not share important information about children's self-care or follow the nursery's own procedures for toilet training. For example, children are not taken to the toilet in time and wet themselves during their play.
- Children are involved with the planning of activities both indoors and outside, which encourages them to be motivated in their play and learning. For instance, pre-school children visit the local international market to buy vegetables to make dragon soup. Younger children enjoy exploring large dinosaurs, cutting and rolling play dough and filling tubes with sand. However, on occasions, children's independence is not promoted well enough. For example, staff pour children's water in their cups and cut their food during mealtimes when children are capable of managing such tasks for themselves.
- Staff working with babies provide a calm, relaxed and loving environment. They respond positively to babies' gestures and babbles. Babies confidently explore

their surroundings and crawl, stand and walk. Staff are kind, caring and positive role models. Babies take part in singing songs with actions as they wait for their meals. Staff give cuddles and reassurance when babies feel unsettled.

- Staff plan stimulating activities for children according to their interests, needs and parental input about their child's learning at home. Pre-school children discuss which items need to go in the recycling box. They write letters to their families and post these through the post box. Staff encourage children to borrow books from the library and take them home to read with their parents.
- The manager provides staff with effective supervision and ongoing support to help them develop their practice. She observes their practice, holds regular staff meetings and offers further training to build on their skills. Staff comment that they feel supported in their role.
- Children behave well and show positive attitudes to their learning. They sit and listen to stories. Older children develop good levels of language for speaking and show an interest in literacy. They respond well to instructions and are keen to offer their views.
- Staff work well with parents and share information with them about their children's learning and development. Parents appreciate the support their children receive from the friendly and approachable staff team. They say that they feel happy knowing their children are safe.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures all staff undertake safeguarding training. Staff have a clear understanding of their role in protecting children who may be at risk. They are alert to the possible indicators of when a child may need help, and know the relevant agencies to contact for guidance. Staff attend regular child protection training and are aware of the correct procedures to follow should there be an allegation. The premises are secure and staff carry out daily checks of the indoor and outdoor environment to ensure these remain safe for children.

## **What does the setting need to do to improve?**

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

- strengthen the key-person system so that children, including those with additional needs, receive the support they require to meet their individual needs
- ensure updated information about children's self-care is shared swiftly, including for those with additional needs, to support their care and learning development
- develop staff's understanding of policies and procedures to ensure children's individual development and care needs are consistently supported
- enhance the opportunities for children's independence.

## Setting details

<b>Unique reference number</b>	EY271884
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10073277
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Select Enterprises (South East) Limited
<b>Registered person unique reference number</b>	RP905982
<b>Telephone number</b>	0208 518 8855
<b>Date of previous inspection</b>	23 February 2016

## Information about this early years setting

Kids Inc Day Nursery registered in 2003. The nursery operates each weekday from 7.30am to 6pm, all year round, except for public holidays. The provider employs 22 members of staff, including the manager. Of these, 19 hold a relevant childcare qualification.

## Information about this inspection

### Inspector

Pauline Valentine-Coker

### Inspection activities

- The inspector conducted a learning walk with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held a meeting with the directors and nursery management team.
- The inspector received written testimonials and spoke to several parents during the inspection. She took account of 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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