

# Inspection of Little Kidsown Ltd

208 Maybank Road, London E18 1ET

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Inspection date: 17 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children are extremely happy and secure, and consistently show high levels of enjoyment and engagement during their time at nursery. Staff have extremely high expectations for all children, including those with special educational needs and/or disabilities, who are supported exceptionally well. Staff are very committed to their roles and create a highly encouraging and stimulating environment for children to learn and play. This successfully supports children's self-esteem, and children show very positive attitudes to learning and are keen to try new things. Young babies delight in participating in role play and reading stories. During their play, staff support their language skills and understanding of new words effectively, giving lots of praise and encouragement. Toddlers had fun storytelling with handmade puppets, and have regular discussions about what makes them unique. Children's mathematical knowledge and descriptive language are also well fostered, for instance when exploring with play dough and making musical instruments. Older children are highly articulate and express their ideas and intentions with confidence. These children have excellent opportunities to explore numbers and quantities through stimulating and interactive games. For example, they enjoyed making predictions when investigating sinking and floating activities, and inventing stories about treasure while exploring jewels in messy play activities. Children have consistently high-quality learning opportunities and make excellent progress.

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

- The nursery is led by a highly driven and ambitious leader who is extremely dedicated to her role and is hugely knowledgeable. She successfully creates a culture of excellent team work and mutual support to achieve the best outcomes for children.
- Staff plan a highly enriching and challenging curriculum which captures children's curiosity and interest, and helps them to be successfully prepared for their next stage of learning. Children have excellent opportunities to learn about the wider world. For instance, children enjoy learning about different cultural festivals such as Chinese New Year, and deepen their knowledge and awareness through art, stories, dance, music and food.
- Partnerships with parents are very strong. Staff keep parents updated about their children's eating and sleeping habits, and their learning throughout the day. They regularly meet with parents to discuss their children's latest achievements and next steps in learning. Parents express high levels of gratitude and appreciation. They state that, 'All staff are deeply invested in the well-being of each child' and, 'They give the children so much more than they could give them'. Parents consistently describe excellent channels of communication and say that they feel highly involved in their children's learning and development.
- Staff are highly motivated and committed to enhancing their knowledge and

skills. This is apparent when staff engage in meaningful training to help them understand about the process of giving children more freedom to develop their creativity during art activities. Staff are highly reflective and bring new knowledge back to the classroom to make further improvements for the children in their care.

- Children make excellent progress in their language and communication skills. Staff provide a rich language environment with a sharp focus on introducing new vocabulary and explaining new concepts. Older children talk about larva and volcanoes, and confidently name different dinosaurs.
- There is a strong emphasis on children's literacy development. For instance, older children enjoy matching objects to letters, doing alphabet puzzles and writing their names in cornflour. Staff offer encouragement and teach children correct letter formations. They make learning extremely enjoyable.
- Staff are wonderful role models. They are extremely positive, enthusiastic and respectful when interacting with children. Staff frequently offer gentle reminders about the importance of showing consideration for others and turn taking. Children behave exceptionally well.
- There are excellent arrangements in place to help children to settle with ease. This is strengthened by staff carrying out home visits to learn about children's home routines and interests. Following this, they carefully implement actions which offer children excellent continuity in their care.
- Children's transitions to school are managed exceptionally well. For instance, staff host a parent workshop to discuss their expectations for starting school. Staff also take children to visit their future school to build up familiarity and excitement. Furthermore, transition reports are completed, and staff meet with children's future teachers to agree any ongoing support. Partnership working with other professionals is outstanding.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have extremely secure understanding of different safeguarding concerns. They can confidently identify potential signs and symptoms that may indicate that a child is at risk of harm. They understand their responsibility to report any concerns to help protect children. There are rigorous and thorough recruitment and vetting procedures in place to ensure staff are suitable for their roles. All staff are first-aid trained, and great consideration is given to managing children's allergies to keep them safe. Staff carry out daily risk assessments to minimise hazards and risks to children, and children are frequently taught how to keep themselves safe..

## Setting details

<b>Unique reference number</b>	EY475725
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10138158
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Little Kidsown Limited
<b>Registered person unique reference number</b>	RP533522
<b>Telephone number</b>	02085045757
<b>Date of previous inspection</b>	21 July 2016

## Information about this early years setting

Little Kidsown Ltd registered in 2014 and is situated in South Woodford, in the London Borough of Redbridge. The nursery opens each weekday from 7.30am to 6pm, for 51 weeks of the year. It receives funding to provide free early education for children aged two, three and four years. The nursery employs 16 members of staff to work with children directly. Of these, two hold qualified teacher status and 12 hold an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Amy Mckenzie

## Inspection activities

- The inspector and leaders carried out a learning walk and discussed leaders' intentions for the quality of education.
- The manager and the inspector observed and evaluated a planned activity together and assessed the impact of teaching.
- A number of parents and children were spoken to during the inspection, and their views were taken into consideration.
- A leadership meeting was held to discuss the manager's ongoing commitment to making further improvements to the provision.
- The inspector reviewed a range of required documents, for instance staff suitability information and training certificates.

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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