

Inspection of Kido Windsor

Kingdom Hall, Grove Road, Windsor, London SL4 1JE

Inspection date: 11 June 2021

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and thrive in the first-rate environment. The manager and her staff create an exceptionally friendly and warm atmosphere. Staff pay great attention to building excellent relationships with children, as well as each member of their family unit. Staff listen to the children's discussions with enthusiasm and ask appropriate questions of interest to further extend learning.

Children are happy and extremely confident. Staff expertly plan a wide range of exciting opportunities that skilfully prepare children for their next stages in their learning, such as starting school. For instance, children build their concentration through well-focussed memory games about healthy eating. Children learn to take turns, ask questions and work as a group. They are exceptionally engaged in their learning and play. Staff give children time to respond to questions and opportunities to try to do activities for themselves. Children become extremely independent learners. They impressively recognise their own names, fetch their own coats, put shoes on and pour their own drinks during mealtimes. Children have the freedom to make their own choices.

Staff are exceptionally skilful at extending and consolidating children's skills needed for the next stages in their learning. Older children learn about personal space and respect, while younger children strengthen their physical skills. They enjoy yoga and outdoor play, such as nature trails in the local parks. Babies develop language and listening skills through listening to staff, who provide narratives during their activities. Staff work tremendously hard to create a supportive environment where parents are informed in detail of their child's progress and how they can extend learning at home.

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

- Children receive exceptional levels of support in their emotional development. They build strong bonds with their key person. Staff are exemplary role models.
- Children develop an excellent awareness of the world around them and of their immediate community. For example, children make regular and well-planned visits to the local care home for older people and build effective relationships. They play games together and recently did an online Christmas carol concert for the residents.
- Staff effectively challenge stereotypes with children. For example, they discuss how the occupation of a firefighter can be for any person and provide a range of books on occupations for all genders.
- The manager provides staff with a robust supervision and training schedule. Staff feel that the manager fully values their contributions and that they receive excellent levels of support about their health and well-being.

- Staff monitor children's progress regularly, which means they are able to address and close any gaps in learning quickly. Recent monitoring found a weakness in children's social skills after time away from the nursery due to the COVID-19 (coronavirus) pandemic. Staff skilfully led extra group songs and game times to further extend children's vocabulary and support the children's social interactions.
- Staff support children who cannot attend the nursery due to COVID-19. For example, staff provided online activities through reading stories and a range of exciting activities that parents could do at home with them. Parents are highly complimentary about the excellent care and education their children receive and the very good progress children make.
- Superb support for children with English as an additional language (EAL) is put in place by extremely dedicated staff. They undertake extremely well-focussed sessions so that children learning EAL do not fall behind in their learning.
- Children access a superb range of activities, which they explore with awe and wonder, using all their senses. For example, children explored a range of natural objects, such as clay, bark, potatoes and flowers. Staff expertly promoted their language skills and vocabulary by introducing new words, such as 'malleable', 'hydrate' and 'oval'.
- Staff skilfully use books in all areas of the nursery to promote children's curiosity to learn. Children learn about different dinosaurs from factual books and spend long periods of time absorbed in exploring small-world dinosaur toys. Staff teach children words to support this learning, such as 'extinct' and 'prehistoric'. Children ask a wide range of interesting questions, including wondering why dinosaurs are extinct.
- Children receive expert support as they get ready to move on to the next nursery rooms and school. Staff share extremely detailed reports with parents, meet teachers and support children in their school visits by attending their schools during settling-in sessions. This helps children to feel very secure and ready for their next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive a rigorous safeguarding training programme. This equips them with excellent detailed knowledge of safeguarding and the wider knowledge needed to understand the signs and symptoms that indicate a child is at risk. Staff have regular training on safeguarding issues, such as the risk of radicalisation and being drawn into gang crime. Staff can identify different indicators of abuse and neglect exceptionally well. The managers are extremely well organised and ensure policies, records and documents that help to safeguard children are regularly updated and are exceptionally thorough. Staff are meticulously proactive in taking action to keep children from harm. The manager has extremely comprehensive procedures in place for staff to follow to identify and report concerns swiftly.

Setting details

Unique reference number	2515307
Local authority	Windsor and Maidenhead
Inspection number	10191688
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	75
Number of children on roll	75
Name of registered person	Kido Schools UK Limited
Registered person unique reference number	RP545556
Telephone number	01753 866866
Date of previous inspection	Not applicable

Information about this early years setting

Kido Windsor registered in 2019. It is located in Windsor. The nursery opens Monday to Friday from 7.30am until 6pm for most of the year. The provider employs 23 members of staff, 12 of whom hold appropriate early years qualifications at level 3 and above and four of whom hold a level 2 qualification. One member of staff holds qualified teacher status. The nursery is in receipt of funding to provide free early education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Bev Boyd

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- During a learning walk, a discussion was had about how the early years provision is organised and how the manager and her team plan the curriculum and experiences for children.
- A joint observation was carried out by the inspector and the manager.
- The inspector spoke to the children and staff throughout the inspection.
- The inspector observed the quality of staff's interactions with children during activities indoors and outside, and assessed the impact this has on children's learning.
- Parents provided a wealth of written and verbal feedback during the inspection. The inspector took account of all of their views.
- The inspector viewed documents, such as evidence of suitability checks for staff. She looked at the safeguarding policy and the first-aid certificates for all staff.

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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