

Inspection of Kids Inc Day Nursery

Railton Road, Queen Elizabeth Park, Guildford, Surrey GU2 9LX

Inspection date: 8 July 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children settle quickly and seek out friends to play with and talk to. Leaders have high expectations for children and have created a stimulating environment where children have fun as they learn. Children are highly motivated in their play. They choose from a broad range of activities and resources, proudly showing adults what they have achieved. For example, children adjust an obstacle course to challenge themselves by making it harder. They work together and delight when they accomplish this without support.

Children respond well to the encouragement they receive from staff to express their views and make independent choices. They confidently share their opinions through the children's committee and cast their votes for stories to be read during circle time. Children develop positive relationships and are sensitive to the needs of others. For example, they refill the water jug when they notice it is empty so that their friends can pour themselves a drink.

Children behave very well. They show respect as they share and take turns. For example, despite being very excited to contribute their suggestions during discussion, children are learning to listen while others talk.

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

- The leadership and management of the setting is strong. The newly appointed manager recognises the skills within the staff team and knows where things are going well. She has also accurately identified areas for improvement. For example, all staff know how to use children's interests to plan activities that they enjoy and that promote their learning. However, some staff are more confident than others in considering the precise skills and knowledge they want children to gain. The manager has plans to target support where needed, but these are not currently embedded well enough to address the minor inconsistencies in teaching.
- Overall, staff provide educational programmes that build on what children know and can do. They use effective methods to develop children's literacy and language skills well. Children make good use of the range of books available and enjoy singing songs. Children delight in recalling details of their favourite story. They confidently take turns describing the plot and characters, detailing what they have noticed. Babies are beginning to make sounds and explore using single words to communicate. Staff repeat what children say to help build their confidence in speaking.
- Staff support children to learn about healthy practices. For example, they encourage children to wash their hands independently before meals and explain

why. Staff make use of the outdoor meadow to help children develop their physical skills. Children concentrate and persist in their play ideas and this keeps them engaged.

- Staff encourage children to behave well. Children take turns and listen to each other during circle time. Children's emotional well-being is well supported and nurtured. Staff quickly deal with any behavioural issues and use discussion to develop children's understanding of feelings. They offer simple choices to help children manage their behaviour.
- There are good arrangements to support children who are new to the setting. If children become unsettled during the times of transitions, staff offer comfort and reassurance, including talking about what is coming next in the routine. This helps children settle quickly, develop bonds with staff and feel valued and supported.
- Staff provide children with opportunities for problem solving through daily routines to develop children's mathematical skills. For example, children enjoy being the 'special helper' to set up the lunch table ready for mealtimes. Staff challenge children to work out how many plates and bowls they need. When a child recognises they have too few, staff ask them to work out how many more they need. This helps children to develop the essential skills they need for future learning.
- Funding is used to ensure that children with special educational needs and/or disabilities receive targeted support. Staff work closely with other professionals to help them make the best progress they can.
- Parents are positive about the care their children receive. Generally, parents are well informed but there are some parents who do not know who their child's key person is.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a sound understanding of what they must do if they have a concern that a child is at risk. Staff can identify indicators of abuse and know who to report to in line with local procedures. The designated safeguarding lead has a good understanding of safeguarding issues, including county lines and how to manage any incidences of allegations. Leaders have an awareness of the impact the COVID-19 (coronavirus) pandemic has had on children and families. Leaders provide information and training to staff about current child protection issues to help keep children safe.

What does the setting need to do to improve?

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

- provide more targeted support to help staff identify the knowledge and skills

they want children to gain when planning activities and supporting children's play

- improve communication with parents so they are consistently fully informed about all aspects of their child's care and education.

Setting details

Unique reference number	EY305311
Local authority	Surrey
Inspection number	10198031
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	129
Number of children on roll	86
Name of registered person	Select Enterprises (South East) Limited
Registered person unique reference number	RP905982
Telephone number	01483 237 999
Date of previous inspection	8 May 2017

Information about this early years setting

Kids Inc Day Nursery registered in 2005. It is one of 12 nurseries run by Select Enterprises (South East) Ltd. It operates from a purpose-built centre in Guildford, Surrey. The nursery is open every weekday from 7.30am to 6pm, for 51 weeks of the year. There are 17 staff employed, of which, two hold a qualification at level 6 and 10 hold appropriate early years qualifications at level 2 and level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Sherrie Nyss
Lisa Parker

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together.
- The inspectors observed the quality of education and the impact this has on children's learning.
- Children spoke to the inspectors about their play and the inspectors held discussions with staff.
- The inspectors took account the views of parents and carers on the day of the inspection.
- The inspector carried out a joint observation with the manager
- The inspector looked at a sample of nursery documents and discussed these with the manager. This included documentation in relation to safeguarding, registers, staff recruitment and complaints.

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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