

Inspection of Kinderland Day Nursery Ltd

1 Normanton Road, SOUTH CROYDON, Surrey CR2 7AE

Inspection date: 27 July 2021

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 happy and settled in the well organised, well-resourced setting. The kind and gentle staff provide a nurturing environment, where children feel safe and secure. Parents comment on the 'smiling and friendly staff'. Staff know the children well and good relationships are evident. Babies snuggle into staff for comfort and older children enjoy including staff in their play. Due to the COVID-19 (coronavirus) pandemic, staff recognise some younger children need more time to adjust to a change of nursery room. To support their emotional well-being, the child's key person moves with them. Parents comment that staff 'inspire their children's imagination' through activities that spark their interest. Considerable thought has been given to promote children's sense of belonging. For example, photographs of children's families and homes are displayed to encourage discussion and instil a sense of pride.

Children behave very well. Older children cooperate harmoniously. For example, three children successfully move a large piece of equipment together and children happily take turns. Parents comment that their children are 'taught how to care for others and be kind'. Children enjoy making play dough. They add paint to change the colour and chocolate powder to make it smell 'yummy'. Children learn new words, such as 'knead' and 'portion'. Children learn about healthy routines. For example, they enjoy brushing the dinosaur's teeth with tooth paste and discussing why it is important. Staff closely observe children to monitor their progress. They consider children's backgrounds and experience to provide a broad curriculum linked to children's interests and developmental needs. Targeted support is given to children when gaps in learning or development are identified. There are secure arrangements in place to support children who have special educational needs and/or disabilities.

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

- The management are passionate and committed to developing the setting. They are clear about their strengths and weaknesses. They have reviewed the curriculum and are trying new ways of planning, incorporating children's next steps more easily. They clearly identify their intent for individual children's learning, how they will implement this in the nursery and what the impact will be.
- The manager has regular meetings with staff to provide effective supervision opportunities. This includes 'in the moment' feedback to support staff's good practice. This helps to develop good teaching skills. The management place a strong emphasis on staff's well-being. They have recently introduced a new staff role to support this. Staff feel valued and listened to. They are able to raise any concerns with confidence.

- Children are given good opportunities to engage in sensory, tactile play. This promotes their inquisitiveness to experiment with different textures. However, at times, the deployment of staff in the toddler room does not ensure children are able to get the most out of activities. For example, during large group time, because staff are engaged in other duties, children's learning opportunities are not maximised.
- Staff provide a stimulating outdoor space, visits to the woods and animal visitors. This enriches children's physical development and enjoyment of the natural world. Children build muscles when climbing the pole and skilfully negotiate the obstacle course. They learn to care for plants and enjoy digging up the potatoes they have grown.
- The staff use a number of successful strategies to promote language. Babies excitedly anticipate what they will find in the 'magic bag'. For example, they take out a toy cow and make a 'moo' sound. Older children learn vocabulary to describe what they see and feel. However, sometimes, staff do not give children enough thinking time when asking questions before they provide the answer themselves. For some children, this does not give them the opportunity to offer their own ideas or thoughts.
- Partnership with parents are good. Overall, parents are very happy with the care provided to children at the setting. They have regular updates about their children's progress and have weekly opportunities for a virtual parent meeting. Digital resources are shared with parents to support their children's learning at home. For example, a programme to support language development.
- Daily routines have been adapted because of the risk of COVID-19. Additional hygiene measures have been implemented to support the good health of children. Drop off and collection arrangements have been altered so that parents no longer come into the nursery. The management recognise this is not beneficial for some parents and are reviewing this arrangement for September.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a shared understanding of their roles and responsibilities in keeping children safe. The manager ensures that they receive regular training and uses different ways to check staff's knowledge, such as regular questioning. Staff know what to do if they are concerned about a child's welfare. They understand the procedures to follow should an allegation be made against a staff member. Effective recruitment procedures are in place to ensure the adults working with children are suitable.

What does the setting need to do to improve?

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

- review the deployment of staff for large group activities in the toddler room to ensure children are appropriately supported and their learning is maximised
- allow older children more thinking time to be able to respond when being questioned or engaging in conversation with staff.

Setting details

Unique reference number	124972
Local authority	Croydon
Inspection number	10197910
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	86
Number of children on roll	194
Name of registered person	Kinderland Day Nursery Limited
Registered person unique reference number	RP521882
Telephone number	020 8760 0617
Date of previous inspection	21 September 2017

Information about this early years setting

Kinderland Day Nursery Ltd registered in 1995. It is located in South Croydon, in the London Borough of Croydon. The nursery is open each weekday from 7.30am until 6.30pm, all year round. The provider receives funding for the provision of free early education to children aged two, three and four years. There are currently 27 members of staff. Of these, one member of staff is a qualified teacher. One member of staff holds a relevant qualification at level 7 and one at level 6. There is one staff member who has a qualification at level 4. There are 13 staff members with qualifications at level 3 and four staff who are working towards qualifications at level 3.

Information about this inspection

Inspectors

Denys Rasmussen
Laura Brewer

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) 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.
- The inspector spoke to parents during the inspection and took into account their views.
- The nursery manager, deputy and the inspector completed a learning walk together.
- The inspector observed children engaged in activities and staff interaction.
- A joint observation was completed with the nursery manager.
- The inspector held discussions with staff and looked at relevant documents.

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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