

# Inspection of Kids Inc Day Nursery

229-231 Beehive Lane, Ilford, Essex IG4 5EB

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Inspection date: 20 October 2021

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

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

### **The provision is good**

Children arrive eager to start the day and play with their friends. They show that they have warm, caring and trusting relationships with staff. Children are well behaved and show caring qualities toward each other. Staff have high expectations for children. Leaders are committed to making sure that every child who attends the setting is valued and encouraged to do the best they can. Staff ensure that they offer rich learning experiences across the areas of learning. Children are helped to acquire the skills and knowledge they need to prepare them for school.

Staff quickly find out what children's interests are. For example, they offer activities with dinosaurs outside for children who are fascinated by them. Children grasp that there are different categories of dinosaurs and sort out their favourites. Staff support children's interest about fairies. Children spend time exploring and making a magical interactive fairy garden. This helps to develop children's imaginations. Staff take children's choices into consideration. They promote British values and value children's opinions. Younger children develop their physical skills well. For instance, they gain control of their whole body through pulling themselves up to stand and beginning to walk independently. They climb small apparatus safely and explore crawling outdoors from activity to activity.

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

- Children with special educational needs and and/or disabilities are supported well. They have the same opportunities to learn as others. Staff build children's confidence. Children are proud of their achievements. For example, they proudly recognise their place mats that display their photograph and name. Children talk about their emotions during circle time.
- Staff give children lots of opportunities to talk together and develop their speech and vocabulary. For example, children join in with action rhymes and games, and staff encourage children to talk when they play. Staff offer daily story-time sessions and question children about what they have heard and their understanding of the story. They support children who speak more than one language. For instance, staff gather key words from parents and use these with children.
- Parents speak highly of staff. They have strong and respectful partnerships with staff. Staff regularly talk to parents and share information about their children's learning and next steps. Parents are informed about their children's day via an online application. Staff encourage parents to support their children's learning at home. For example, they suggest ideas and books to read.
- Staff work very well with external agencies. For instance, they liaise regularly to gain support and inclusion funding to support children to close any gaps in learning.

- The staff team is a long-standing one, who work well together. Leaders offer staff regular supervision sessions to help develop their skills and knowledge to enhance outcomes for children. Staff complete regular online training programmes to help them develop their professional practice.
- Staff provide a well-planned learning environment indoors and outside to support children's learning. For example, children explore, play alongside each other and think critically at a 'potion station'.
- Overall, staff plan and implement activities well so that all children get the most from the learning opportunity. However, occasionally, staff do not plan activities as carefully as possible, so that all the children taking part learn as best as they can.
- Staff support children to manage their self-care needs. Staff notice when children are ready to begin toilet training and discuss this with parents. Children are independent. They use the toilet and wash their hands and feed themselves.
- Staff support children's understanding of the importance of a healthy diet. For example, children enjoy nutritious meals and drinks. Staff talk to children about the importance of oral hygiene and leading a healthy lifestyle.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibility to identify and report any concerns about a child's welfare. They know the signs and symptoms that may indicate that a child is at risk of abuse. Staff know and have due regard to preventing adults and children from being groomed and drawn into terrorism. They do this by monitoring and reporting any extreme views and behaviours. Staff are aware of other risks to children outside the home, such as county lines. Staff are trained to administer first-aid treatment, and they ensure that the premises are safe and secure. Leaders implement policies and procedures well to ensure children's well-being at the setting.

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

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

- plan learning opportunities more carefully so that all children are considered and can take part.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY365105                                |
| <b>Local authority</b>                             | Redbridge                               |
| <b>Inspection number</b>                           | 10121050                                |
| <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 at time of inspection</b> | 1 to 4                                  |
| <b>Total number of places</b>                      | 100                                     |
| <b>Number of children on roll</b>                  | 66                                      |
| <b>Name of registered person</b>                   | Select Enterprises (South East) Limited |
| <b>Registered person unique reference number</b>   | RP905982                                |
| <b>Telephone number</b>                            | 0208 550 7400                           |
| <b>Date of previous inspection</b>                 | 16 August 2019                          |

## Information about this early years setting

Kids Inc Day Nursery registered in 2007. The nursery is open every weekday from 7.30am to 6pm for 51 weeks of the year. The nursery employs 17 members of staff, all of whom hold relevant qualifications at level 3. The setting receives inclusion funding.

## Information about this inspection

### Inspector

Caroline Preston

### 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 setting.
- The manager and the inspector completed a learning walk together.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to children during the inspection.
- Parents spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.

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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