

# Inspection of Just Little Kidz Children's Centre

Moorside Clinic, 7-9 Moorside Road, Bromley, Kent BR1 5EP

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Inspection date: 22 October 2021

<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	Not applicable

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

### **The provision is good**

Parents appreciate how the staff have responded to the COVID-19 pandemic to help keep their children safe. The manager and staff skilfully help children to settle in through a range of effective methods. They gather useful information from parents about children's likes and dislikes before they start. Children look forward to participating in their favourite activities. For instance, they join in with songs and dancing, and select what activities to put out on the tables. This helps children feel safe and secure.

Older children demonstrate high levels of confidence and independence as they move around the setting to explore the wide range of resources, inside and outside. For instance, they put on their own coats and shoes when they move between the garden and playroom. Staff have high expectations of children. From a young age, children are encouraged to understand the feelings of others. They share and take turns as they play, and are kind and caring towards their friends. For instance, older children are very gentle when they talk and play with babies. Children's behaviour is good. Staff make the most of opportunities to teach children about nature and the wider world. This is evident when children excitedly identify a spider's web in the garden. Staff discuss information with children about the spider's web. This helps to build children's communication and language skills.

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

- Staff ensure children of all ages have many opportunities to engage in meaningful activities. They encourage children to take part in group activities. However, on occasions, activities for babies are not always well planned.
- Well-qualified staff regularly observe children and provide activities to reflect their individual learning goals and what they need to learn next. This helps to close any gaps in their learning and development.
- Children show high levels of independence and self-care skills. For instance, they enjoy tasks such as making their own sandwiches. They learn how to scrape their plates and wash up. Children are developing skills for the next stage of their learning.
- Managers and staff are good role models. They encourage children to have a good understanding of the importance of oral hygiene and healthy eating. For instance, staff and children brush their teeth together after mealtimes.
- Children show great interest in books, and concentrate well during stories. Older children confidently answer questions about the story. Staff encourage children to recognise letters and their sounds. For instance, children delight in identifying the letters 's' and 'p' and suggesting objects that have the same sound. Staff support children's language and literacy skills well.
- Parents speak highly of the setting. The ambitious manager supports her staff

team well. Staff confidently share information and ideas. They comment that they feel well supported in their role. However, the manager does not include feedback from parents, children and staff to help evaluate the setting. This would help raise the quality of education even further.

- Staff support children using a range of creative methods to develop their physical skills. For instance, children take part in yoga and use a large hall to manoeuvre bicycles and large equipment. They also enjoy activities in the garden. Children have access to fresh air, and develop good gross-motor skills.
- Staff support children's individual care needs. They carefully consider how to keep children safe, inside and outside. For instance, babies have a designated area with age-appropriate toys and resources.
- Managers and staff support children to understand the diverse communities they come from. Children learn about different families and cultures, and are encouraged to share their thoughts and ideas. For instance, children's ideas are captured on speech bubbles. Each week, children choose the fruit and vegetables they would like for the next week. This builds on children's communication and language skills. Children grow in confidence as they negotiate and share their ideas. In addition, they broaden their experiences.
- There is a strong focus on developing children's mark-making and mathematical skills. For example, children are eager to build and count with blocks. They enjoy drawing shapes, and writing letters and numbers on white boards and with chalk outside. This helps to develop their fine-motor skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The managers and staff recognise signs when children may be at risk of harm. In addition, they have a good understanding regarding the wider safeguarding issues, such as the 'Prevent' duty. They know the actions to take and who to contact if they have a concern about a child's welfare. Managers use robust recruitment and induction procedures to help ensure the suitability of adults working with children. All staff are trained in paediatric first aid and have a good knowledge and understanding of how to administer first aid to children and adults. Staff have risk assessments in place, and carry out regular checks of the environment, inside and outside, to ensure that hazards and risks are minimised.

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

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

- extend evaluation of the setting to include feedback from parents, children and staff, to raise the quality of the provision even further
- review the organisation of activities for babies to ensure they are all consistently supported to meet their learning needs.

## Setting details

<b>Unique reference number</b>	EY557341
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10175065
<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 at time of inspection</b>	0 to 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Just Kidz Oosc Ltd
<b>Registered person unique reference number</b>	RP553753
<b>Telephone number</b>	07889424477
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Just Little Kidz Children's Centre registered in 2018 and is based in the leisure centre in Downham. The nursery is open from 7am to 7pm, Monday to Friday. It incorporates a crèche for the leisure centre staff to use. All staff have a relevant early years qualification from level 2. The provider is a qualified teacher.

## Information about this inspection

### Inspector

Angela Colman

## 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.
- The manager and the inspector completed a learning walk together of all areas of the nursery, and discussed the early years curriculum.
- The inspector carried out joint observations with the manager to consider the effectiveness of teaching.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed children, indoors and outdoors, and assessed the impact that teaching and organisation have on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector viewed a range of documents, including a sample of policies and procedures, children's records and evidence of the suitability of 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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