

# Inspection of Kido Golders Green

St. Albans Vestry, West Heath Drive, London, Middlesex NW11 7QG

---

Inspection date: 14 October 2021

---

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

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

### **The provision is outstanding**

Children thrive at this nursery and learn what they need to be successful in their future. Staff have an excellent understanding of what each child knows and needs to learn next. They use this information to plan activities carefully to help children achieve the next steps in their learning. This means that children make exceptional progress.

Staff work hard to build strong relationships with every child. They understand their interests, likes and dislikes well and use this information successfully to meet the needs of each child. For example, staff creatively design games using children's favourite characters to support their individual learning. This helps to support children in achieving their targets and progressing well in their learning. Children form strong attachments to staff and are keen to show them their achievements and approach them for comfort.

Children speak a rich variety of languages. Staff support children extremely well by communicating using key words from their home language, where appropriate.

Children's behaviour is exceptional. They show extremely good concentration, persevering even when things are challenging. For example, when children use tweezers to strengthen the small muscles in their hands. Initially this was challenging for them, but they kept trying and eventually managed to use the tweezers to pick up the small object.

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

- Staff have high expectations for every child. Leaders work tirelessly to ensure the best possible outcomes for children with special educational needs and/or disabilities. They work closely with external professionals, especially the local authority. Staff are extremely creative in finding ways to meet children's needs. For example, staff support children to self-regulate their emotions. They teach them deep breathing techniques to use if they feel they need to feel calmer.
- Leaders are clear in what they want children to achieve through the communication and language curriculum. Staff use a wide range of vocabulary and this helps children learn many new words, which they use in their own communication. Staff teach younger children to make connections between actions and associated words. For example, while exploring musical instruments, staff encourage children to use words, such as 'bang' and 'shake'.
- Children develop their physical skills extremely well. They ride bicycles, jump between crates and balance on rope ladders. Staff plan many effective opportunities for children to strengthen the small muscles in their hands. Children use scissors well and draw shapes in the sand. They squash, pinch and

pull play dough and squeeze tongs together to take their food at lunchtime. This helps to ensure children are well prepared for writing.

- Staff talk to children about their emotions throughout the day. They name emotions that the child is feeling. For example, they say 'wow, you feel so excited that the tomato has grown.' This supports children in identifying how they and their peers are feeling. Staff constantly model expected behaviour and praise children when they see this. Children learn to take turns and share very well when they are playing with peers.
- Children benefit from the creative ways in which leaders take advantage of learning opportunities in the local community. For example, they learn about how to look after their teeth from a local dentist. Leaders plan many opportunities for children to learn about different communities around the world. They send Thanksgiving cards to children in the USA and Chinese New Year cards to children in Hong Kong. They receive cards back and then celebrate in the same way as the children in these countries. This helps children to understand celebrations in other countries. Toddlers and pre-schoolers join in enthusiastically with their weekly Spanish and Mandarin lessons. Staff then reinforce what they have learned during the week, for example by greeting children in Spanish in the mornings.
- Staff develop highly effective partnerships with parents. They ensure they are easily accessible to parents, sharing information verbally each day. Leaders organise workshops for parents around subjects, such as online safety and nutrition. They plan opportunities for parents to be involved in their child's learning by inviting them to participate in activity days, such as a recent 'Explorer' day. Parents speak highly of the provision when the nursery was closed for most children during the COVID-19 pandemic. The videos, activity ideas and video calls with staff meant that children were able to continue to make progress with their learning during this period.
- Leaders work extremely hard to support staff in developing their teaching skills. They have a strong understanding of each member of staff's strengths and next steps in their professional development. They carefully plan opportunities to support staff in achieving these next steps. Staff speak very highly of the professional development opportunities offered to them. This means that teaching is of a high standard.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have exceptional knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training and take part in frequent quizzes to ensure their safeguarding knowledge is up to date. Important safeguarding information is clearly displayed in the setting for staff to access if necessary. The manager has excellent understanding of safeguarding procedures and knows where to go for further support. The manager keeps themselves updated with current safeguarding concerns within the local community. Leaders use effective systems to recruit staff and to ensure their ongoing suitability.



## Setting details

<b>Unique reference number</b>	2496395
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10191147
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Kido Schools UK Limited
<b>Registered person unique reference number</b>	RP545556
<b>Telephone number</b>	02082090247
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kido Golders Green registered in 2018. It is a nursery for children aged three months to five years. The nursery opens Monday to Friday from 8am to 6pm, for 51 weeks of the year.

## Information about this inspection

### Inspector

Jenny Gordon

## Inspection activities

- This was the first routine inspection the setting 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.
- Members of the leadership team and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out joint observations of activities with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- Documentation was reviewed and a discussion was held with the leadership team.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021