

Inspection of Kids Inc Day Nursery

8 Glyn Road, Southbury, Enfield, Middlesex EN3 4JL

Inspection date: 14 September 2021

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children do not flourish at this setting because staff do not promote their learning and well-being effectively. The new manager has identified weaknesses in the quality of education, and action plans to address these are in the very early stages. Staff provide children with some activities based on their interests. However, staff do not think through what it is they want children to learn and plan how they will support them to achieve this. They do not understand how children learn or tailor the curriculum to meet all children's individual learning needs. Staff sometimes dismiss children's ideas and they provide activities for babies that do not keep them interested. This does not support children's development of a love of learning.

Arrangements for children who are new to the setting and those transitioning between rooms are not effective. This means that some children take longer to settle and to form bonds with staff and other children. For example, children's key persons prioritise routine tasks, rather than supporting children's emotional needs. This does not help to promote children's sense of belonging and encourage their readiness to learn.

Staff teach children to use good manners. Children say 'please' and 'thank you' at mealtimes. However, some staff do not teach children how to be respectful to others and the environment effectively. They do not help children to understand why some behaviours are inappropriate, such as tearing pages from books and hitting others. This not only limits the vocabulary children hear, but also does not support their future success and prepare them for later learning.

Staff are not able to identify hazards and put in place measures to keep children safe. For example, staff do not supervise young children adequately to prevent them from putting sequins, pom-poms and feathers in their mouths and choking.

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

- The registered provider does not have sufficient oversight of the quality and standards at the setting. As a result, the provider is failing to meet a number of the early years foundation stage (EYFS) requirements. Leaders have put in place action plans to address weaknesses in the quality of education. However, these are not yet effective and leaders have failed to identify and address breaches to requirements that keep children safe.
- Leaders do not appropriately deploy qualified staff to care for children to meet all their individual needs. This is particularly significant for babies, who are cared for in the mornings by unqualified staff. In addition, leaders do not make sure that all staff have clear knowledge and understanding of their roles and responsibilities. As a result, staff do not always meet children's learning and

welfare needs effectively. For example, some staff do not know how to pick up and carry younger children safely and how to supervise them effectively. This could cause children injury and does not support their understanding of how to treat others in respectful ways.

- The key-person arrangements are not effective. Children do not always have the support of their key person to help them settle. When children move rooms, key persons do not know enough about their new key children's individual learning needs to maintain continuity of care. This delays children's smooth transition and ability to make rapid progress.
- Staff do not help children to regulate their behaviour. For example, some staff do not explain to children why their behaviour is not acceptable and what the expectation is. Some staff ask children to say 'sorry' without further discussion and explanation, and some staff ignore such behaviours. This results in inconsistent practice across the setting and does not support children's social and emotional development.
- The quality of education is poor. Some staff do not have a good knowledge of the EYFS. They do not know how to plan and implement a well-designed and sequenced curriculum to help all children progress as much as they can. Staff set up activities without knowing what they want children to learn. For example, they give children pencils to draw around wooden numbers and mathematical symbols. However, staff do not engage with children during the activity, and it is unclear what purpose it serves. In addition, staff do not know how to support children with special educational needs and/or disabilities and those who are learning English as an additional language effectively to achieve their full potential.
- Some parents report their satisfaction with their children attending the setting.
- Children benefit from healthy, freshly prepared food at the setting. Staff ensure that children's allergies and special dietary requirements are considered and met.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff have a secure understanding of child protection. Staff do not recognise and remove risks in the environment to maintain children's safety. On a few occasions, the inspector observed potentially dangerous situations and brought these to the attention of the manager. For example, staff failed to recognise that low wires could be a hazard or that unsupervised activities with small objects could pose a choking hazard to children. This compromises children's safety. Nevertheless, the provider follows safer recruitment procedures and ensures that all staff are suitable to work with children before they start.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff understand the safeguarding policy and procedures and are able to demonstrate a secure knowledge of how to identify and report any child protection concerns	08/10/2021
ensure that all staff have clear knowledge and understanding of their roles and responsibilities to meet children's health and welfare needs effectively, including how to pick up and carry children safely and how to ensure children are supervised at all times to keep them safe	08/10/2021
make better use of the key-person system to make sure that children are cared for by consistent staff who know their individual care and learning needs well, and that this information is passed on when children move rooms	08/10/2021
ensure that qualification requirements are met at all times, including during morning times, to ensure that at least one member of staff holds an approved level 3 qualification and at least half of all other staff hold an approved level 2 qualification	08/10/2021
ensure that staff manage children's behaviour by using appropriate behaviour management methods consistently, with particular regard to supporting children to understand expectations for acceptable behaviour	08/10/2021
implement robust and effective risk assessments to ensure that any potential hazards to children are identified and removed to maintain children's safety continuously	08/10/2021

<p>improve the quality of education and ensure that all staff have a good knowledge of the EYFS, understand how to plan and implement challenging activities to meet each child's learning needs, and know how to engage all children during activities to help them make good progress.</p>	<p>15/10/2021</p>
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Setting details

Unique reference number	EY456841
Local authority	Enfield
Inspection number	10202867
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	1 to 4
Total number of places	101
Number of children on roll	84
Name of registered person	Select Enterprises (South East) Limited
Registered person unique reference number	RP905982
Telephone number	0208 805 1144
Date of previous inspection	5 December 2017

Information about this early years setting

Kids Inc Day Nursery registered in 2013. It is one of 11 nurseries run by Select Enterprises (South East) Limited, which trades as Kids Inc Nurseries. The provider employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. The nursery opens from 7.30pm to 6.30pm on Monday to Friday, all year round, with the exception of bank holidays and a week's closure at Christmas. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nataliia Moroz

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.
- This inspection was conducted following Ofsted's risk assessment process.
- The manager and the inspector completed a learning walk together, where the manager shared the intent of their curriculum in each room.
- The inspector carried out two joint observations of activities in different rooms with the manager.
- Children and parents talked to the inspector about their experiences at the nursery.
- The inspector observed activities and assessed the impact of these on children's learning and their progress.
- A range of relevant documents was viewed by the inspector, including suitability checks for adults working with children.

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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