

# Inspection of Kinderversity

The Lady Hall, Brenchley Road, Tonbridge, Kent TN12 7NX

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Inspection date: 11 November 2021

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

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**

Weaknesses in some procedures mean that children are not adequately safeguarded. Staff deployment is not always effective and there are times when children are not effectively supervised. For example, older children who were playing in the garden spent a lot of time in an area containing discarded, broken equipment. The children behaved safely and had fun working together to make 'pond water soup' from soil, leaves and rainwater. However, staff did not risk assess the garden area effectively and were unaware of the hazards. In addition, there are times when quieter children do not receive as much attention as those who engage more actively with staff.

Despite this, children form very positive relationships with the staff, approaching them frequently to share their achievements or just because they want a cuddle. Although activities are not always targeted well to extend children's learning, children take part enthusiastically. They spend a lot of time laughing and sharing jokes with their friends and the staff. Children display very good behaviour and appreciate the praise they receive for sharing and being kind. The youngest children develop a strong sense of security as the staff who work with them are warm and caring. For example, each child is very gently settled to sleep according to their own routines.

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

- There have recently been a number of staffing changes, and the provider is currently working to fill vacant posts. The manager is new to her position and, along with the provider, has clear aims to improve the quality of the provision. However, due to the staffing issues, the manager has been working directly with the children and has been unable to focus on her leadership role. There is no effective monitoring of the setting as a whole, and staff are not receiving good enough support or guidance to ensure that they are following expected practices.
- The arrangements to care for children with special educational needs and/or disabilities are not effective. Staff identify children who may need additional support and put some strategies in place. However, they do not take prompt action to share their concerns with parents or relevant professionals. As a result, children do not receive the coordinated and targeted support they need.
- The current organisation of the setting means that staff spend a lot of time engaged in tasks that take them away from supervising the children. In addition, some staff do not consider the best place to sit or stand in the garden to ensure that they can effectively observe children. For example, a staff member very successfully engaged the attention of a small group of children in a game, but had her back to the rest of the garden. The second member of staff was

frequently called on to take children to the toilet. This meant that some children did not receive any adult interaction, and others were able to play in an area that was not suitable.

- Staff working with the older children have not given good enough consideration to nappy changing arrangements. Children are changed on a mat positioned very close to the area where storytelling takes place and are within clear view of the rest of the group. Although appropriate hygiene practices are followed, children do not receive sufficient privacy or respect for their dignity. This does not support them to develop an appropriate understanding of their ownership of their bodies in order to help them learn how to keep themselves safe.
- Staff often recognise spontaneous opportunities that arise to build on children's interest in their play to extend their language or knowledge. At these times, interactions are very positive and valuable. However, the inconsistencies in teaching mean that children do not make the progress they are capable of. Educational programmes are not consistently tailored to the learning needs of the children. Staff set up activities that are based on themes determined in advance. They do not have a clear intent for children's learning and activities are not always pitched at a level that is achievable for the children taking part.
- Children enjoy nutritious snacks and meals that reflect their individual dietary requirements. They are supported to learn about the importance of good hygiene through routines such as regular handwashing.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider has taken action to update the safeguarding policy, but the changes have not been shared effectively with staff. Staff are aware of the signs that may indicate a child is at risk of harm. They also understand the potential risks to children of exposure to extreme views and beliefs. Although staff know how to refer concerns about children's well-being, they do not know the procedure to respond to allegations against staff. Risk assessments of the outdoor area are not effective. Staff are vigilant in locking gates and supervising children as they move through areas shared with other users of the community space. However, they do not check play areas well enough to ensure that they are suitable to use.

## 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:**

	<b>Due date</b>
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ensure that staff receive the induction and supervision they need to fully understand and carry out their roles and responsibilities	17/12/2021
ensure that all staff, including those with lead responsibility for safeguarding, are aware of the updated safeguarding policy, particularly in relation to responding to allegations against staff	17/12/2021
implement effective risk assessments to identify potential hazards, particularly in the garden, and take action to ensure that any risks are minimised	17/12/2021
improve the arrangements to work with parents and relevant professionals to support children with special educational needs and/or disabilities	17/12/2021
support staff to develop stronger skills and confidence when deciding what they want children to learn, and the most effective way to teach it.	17/12/2021

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

- review and improve nappy changing arrangements for older children to offer greater privacy and respect for their dignity.

## Setting details

<b>Unique reference number</b>	EY501096
<b>Local authority</b>	Kent
<b>Inspection number</b>	10214216
<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 9
<b>Total number of places</b>	32
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Kinderversity Limited
<b>Registered person unique reference number</b>	RP910114
<b>Telephone number</b>	01892 458231
<b>Date of previous inspection</b>	6 February 2018

## Information about this early years setting

Kinderversity registered in 2016 and is located in Brenchley near Tonbridge, Kent. The nursery is open from 7am to 7pm each weekday, for 51 weeks of the year. There are 11 members of staff. Of these, one holds an early years qualification at level 6, five are qualified at level 3, and one at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Liz Caluori

## 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 led the inspector on a tour of the setting and discussed the learning intentions for children.
- The inspector observed the interaction of staff and children during a range of activities inside and outside.
- The inspector spoke to the provider, manager, staff and children at appropriate times. The views of parents were also sought and taken into consideration.
- A range of relevant documentation was scrutinised.

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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