

Inspection of Kidzland Nursery

522 Heathway, Dagenham RM10 7SD

Inspection date: 23 November 2021

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

What is it like to attend this early years setting?

The provision is outstanding

The nursery is a joyous place. Children become immersed in their activities on arrival at the nursery. They find the variety of things to do exciting. Children enjoy playing together in the outdoor space, as they develop their physical skills. Children engage in many different activities that develop the skills needed for writing. Name tags are ready for children to self-register as they arrive. Children use these name tags to help them as they write their names on their work. They express wonder and delight in the natural world around them. Children enjoy working with real fruit and vegetables in their home corners. They comment on the smell of the herbs they use to make play dough.

Children share the excitement and anticipation of fast paced and interesting group times. They laugh with delight together as they join in songs and games. Children learn the language of emotions. They are very caring and supportive of each other. Children learn to identify when their friends are feeling sad. They want to cheer them up. Opportunities for counting are plentiful. Children see numbers around them, count objects and count on their fingers as they sing. Children make great use of quiet, cosy areas to explore books. They are keen to share favourite books with adults.

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

- Staff are exceptionally skilled at developing children's communication and language. They modify their use of language for each individual child. Children learn new words as they process what they hear. They have time to think about new vocabulary. Staff talk about what the children are doing as they play. This helps children to develop their vocabulary. Staff ensure that children are immersed in opportunities to extend their communication and language skills throughout the day. Books are readily available and children share their favourite books with adults. They sing rhymes to each other and join in familiar stories.
- Staff guide children's behaviour. They give children clear instructions about what they expect them to do. As a result, children behave well. Children's communication with adults and each other is respectful and effective. Children listen, enthralled, to a familiar story. They discuss a book character's emotions together. This helps children to understand and use the language of feelings.
- Children learn to put their coats on and to wash their own hands. The attentive staff allow children to try and dress themselves. They understand when children need help or encouragement and step in. Children develop independence as they use child-appropriate cutlery to eat lunch. They fetch their own resources and persevere with their activities. For example, children fetch their own name tags to help them label their work.

- Two highly skilled managers work alongside each other. They give staff immediate feedback. Managers spend time modelling outstanding practice with the children. All members of staff repeat this excellent practice throughout the setting. This means that children make rapid progress due to effective teaching.
- Staff carry out meticulous assessments when children join the nursery. These identify any early concerns about a child's development. The nursery leaders work closely with other professionals to address these. Early interventions are swiftly organised to help children catch up. The leadership team organises training designed to help individual children within the setting. This results in children quickly catching up with their peers.
- Parents report that the nursery staff offer outstanding support and advice to families. They talk about how attending the nursery has helped their children. They say that it has resulted in obvious and rapid progress in their children's social and thinking skills.
- Staff plan many excellent opportunities for children to learn mathematical concepts. Children count and compare everyday objects. They use the language of size and shape. For example, children contrast windows in their own homes to those of windows in Uganda.
- Children show care and empathy toward their peers. They think about how activities might impact on others and modify their actions accordingly.

Safeguarding

The arrangements for safeguarding are effective.

The nursery managers ensure that all staff know the signs that show a child may be at risk of harm. They run in-house training for staff. The managers assess staff knowledge through questionnaires and discussions. All staff are clear about their duties in regard to the 'Prevent' duty. Equipment is safe and the nursery is secure.

Setting details

Unique reference number	EY477602
Local authority	Barking and Dagenham
Inspection number	10137714
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	50
Number of children on roll	50
Name of registered person	Kidz Land Ltd
Registered person unique reference number	RP909056
Telephone number	02085171311
Date of previous inspection	26 July 2016

Information about this early years setting

Kidzland Day Nursery registered in 2014. It is situated in Dagenham, in the London Borough of Barking and Dagenham. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. It is open Monday to Friday, from 7.30am to 6.30pm, all year round. Nine staff are employed to work with the children. Six members of staff have achieved early years professional status and one member of staff holds qualified teacher status.

Information about this inspection

Inspector

Fi O'Connor

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of the nursery and discussed how the activities set out enhanced children's learning.
- The inspector carried out a joint observation with a manager. They evaluated the learning and teaching observed during the activity.
- The inspector spoke to staff and took note of their knowledge and ability to communicate how they help children learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the effect this had on children's learning.
- The inspector spoke to parents about their views of the nursery.
- The inspector sampled documentation.
- Children told the inspector what they enjoyed doing at the nursery and included her in their games. Children showed the inspector their favourite books.

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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