

# Inspection of Kiddie Kingdom Nursery @ Havant

Havant Rugby Football Club, Hooks Lane Ground, Fraser Road, Havant, Hampshire  
PO9 3EJ

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Inspection date: 10 December 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

Children arrive at the setting happy and excited to begin their day. Older children demonstrate independence as they find their pegs and put their bags and coats away. Children show good independence skills as they dress in play costumes.

Children explore their environment with confidence. Younger children are encouraged to understand their senses, as they add ginger spices to play dough. Older children use the resources available to them to support their interests; they build structures and develop risk-management skills as they climb on and jump off construction blocks.

Children participate confidently with group activities. They demonstrate enthusiasm as they sing, dance and explore their physical abilities with sequenced actions they have learned. Children listen attentively during story time. They understand behaviour expectations well as they walk to the outdoor playground. Children run, skip and balance around the outdoor space and equipment, as they build on good physical development skills.

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

- Staff organise engaging activities that capture children's interests and enhance their development. For instance, children learn turn-taking skills during arts and crafts. Staff model enthusiasm and creativity during dance, music and singing activities which children thoroughly enjoy. At times, quality interactions between staff and children are not consistent which hinders children's opportunity to hear language and have their learning extended.
- The manager is passionate and reflective and shares this vision with staff. She strives to provide the best opportunities for children. Staff share the same ambition. They review adult-led activities and how the environment is set up regularly to continuously improve opportunities for children. They have good knowledge of how to support children's knowledge and skills which supports children to develop well.
- Staff regularly review what children know and can do. They use this information well to structure future planning. They also use this to identify when children may need further support. Children with special educational needs and/or disabilities have their educational needs met well. The manager is the special educational needs coordinator and works closely with family support agencies when required. Staff share information well with parents to support a continuation of learning at home.
- Children have good bonds with the staff. They seek comfort with confidence when necessary and appreciate the praise and encouragement given to them throughout their day.

- Children behave well. They demonstrate a good understanding of routines and expectations as they carry out daily tasks. At tidy-up time, children engage with high levels of enthusiasm.
- Staff feel supported, valued and respected by the manager. They are offered frequent opportunities to keep their skills and knowledge up to date during in-house training and through external courses. This gives staff confidence in their roles and enables them to enhance their own professional development.
- Parents are happy with the progress children make at the setting. They know their children enjoy their time there and appreciate being given good verbal feedback at the end of the day. They know how to access progress information shared online. Parents access a private page that gives them continuous updates about what is happening at the setting.
- Staff communicate well with one another, ensuring the daily routine runs seamlessly. However, occasionally, staff make announcements and speak over activities that are taking place. This can sometimes disrupt learning opportunities.
- Staff create an environment that supports children's communication and language development. For example, they have created a new reading area that encourages children to look at books and read them with staff.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding arrangements in place at the setting ensure the safety and security of the children. For example, the setting keeps internal gates closed and has a securely locked internal door. Staff are fully aware of their responsibilities. They are aware of how to report concerns internally and also know which external agencies they can contact for further support. Staff attend regular training for all aspects of safeguarding to support them in their awareness of any signs that should be of concern. This knowledge is continuously monitored by the manager, as she regularly quizzes staff during meetings and supervisions. The manager has robust employment procedures, including the use of multiple references and checks, which ensures the suitability of her staff.

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

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

- explore how staff communicate with each other to minimise disruptions to children's free play and focused activities
- strengthen the morning routine to allow time for high-quality interactions to take place between staff and children.

## Setting details

<b>Unique reference number</b>	2547969
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10215627
<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 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Kiddie Kingdom Pre-School Ltd
<b>Registered person unique reference number</b>	2547968
<b>Telephone number</b>	07525928974
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kiddie Kingdom Pre-School and Day Nursery registered in 2019 and is situated in Havant, Hampshire. The nursery employs 16 members of staff. Of these, 11 hold appropriate qualifications at level 3 or above. The nursery opens from 7.30am to 6pm, Monday to Friday, for 51 weeks of year. The nursery receives funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Nicola Houston

### Inspection activities

- The inspector engaged in a learning walk with the manager.
- The inspector took part in a joint observation with the manager and the deputy manager.
- The inspector had discussions with staff and managers.
- The inspector observed children in all rooms.
- The inspector had discussions with parents.
- The inspector reviewed documentation, including paediatric first aid certificates, DBS checks and staff qualifications.

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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