

# Inspection of Kindred Les Enfant Bromley

8-10 Blyth Road, Bromley, Kent BR1 3RX

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Inspection date: 2 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy at the nursery and greeted warmly by the friendly staff. Children form close bonds with their key persons, who know them well. Children benefit from a varied curriculum that staff plan to help them to make good progress in their learning. Babies and toddlers feel secure because staff are nurturing and provide lots of reassuring cuddles. Babies move freely, exploring their environment and the toys available. They have good relationships with each other and staff, which helps them to feel safe and secure. Babies enjoy circle time. They clap and jig in rhythm to the songs, developing their early language skills well. Toddlers are making connections and are learning to express themselves. They join in the 'Sleeping Bunnies' song and make good attempts to hop and jump.

Older children are good communicators. They proudly share their 'All About Me' book and excitedly recall special events when looking at photos. This supports developing their self-esteem. Children work cooperatively together to achieve a goal. They carefully build a model from bricks and jointly decide where bricks should go, so that the model does not fall down. Staff successfully develop children's understanding of mathematical concepts, such as counting, space and measure. While making transport models, children expertly cut out two wheels and identify they need two more to make their vehicle.

Children freely explore their surroundings and enjoy being physically active. All children benefit from the well-resourced outdoor play areas. Younger children explore the soft play and experiment in the mud kitchen. Older children skilfully navigate the climbing and balancing equipment, developing their coordination and physical skills.

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

- Staff feel supported by the leadership team, who proactively supports their well-being. Staff value the support offered to them during the COVID-19 pandemic. Leaders have clear plans to recruit additional, qualified permanent staff to ensure the key-person groups are more manageable. The new manager is enthusiastic and evaluative. She has identified areas of improvement to focus support for better outcomes for children. Staff receive support for their ongoing professional development, which helps support their practice and children's needs.
- Parents are very positive about the nursery and feel their children have made good progress since attending the nursery. Parents value how staff help them to support their children's learning at home. They identify what their children learn at nursery. For example, older children writing numbers and saying letters and

the sounds they make. Staff recognised the importance of keeping in contact with parents during the pandemic. They helped to support children's learning at home with activities, such as treasure hunts, for children to later recall on return to nursery.

- Overall, staff offer good levels of interaction with children. Children are comfortable with staff who engage with them and consider their interests when planning activities. However, there are some inconsistencies in the quality of staff interactions. This means that on occasions, staff do not engage fully with children to support their communication and language.
- Children with special educational needs and/or disabilities receive good, targeted support. Staff work with parents and other professionals to ensure care plans are implemented and reviewed. Children's progress is regularly monitored and clear next steps identified. Staff ensure that additional funding is used well to purchase resources to help support children's development.
- Children are learning the skills for the next stage in their learning. Older children show independence. They use the toilet and wash their hands without the need for reminders. Toddlers learn about oral health as they pretend to brush teeth during an activity. Staff use the opportunity to introduce new language as they talk to children about squeezing the toothpaste and only needing a pea-sized amount.
- Children behave well. Younger children learn to share while they wait for their turn and older children show sensitivity to each other. The organisation of some large group activities does not consistently meet all children's needs. Staff sometimes interrupt toddlers listening to stories to take them to the bathroom. This impacts on children's enjoyment of books and stories. Additionally, staff group older children in large numbers for lunchtime and story time, which limits their learning potential.
- Staff support children who speak English as an additional language well. They gather photos and information from parents about their home language. They use these to make books to use with children to help them learn words in English and their home language. Staff also encourage children to learn about diversity. Children proudly speak about the dragon they made while learning about Chinese New Year. They learn new skills as they practise using chopsticks and show perseverance as they skilfully put rice into measuring cylinders.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their duty to protect children they care for. Managers and staff have a clear understanding of their safeguarding responsibilities. They know signs that may indicate that a child is at risk of harm. They understand the importance of reporting any concerns in a timely manner. Managers have developed safe procedures for the safe administration of medication to support children's health and safety within the nursery. Managers use robust recruitment and vetting procedures to ensure staff's suitability to work with children.

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

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

- support staff to improve their interactions with children, to make sure that questions and conversation extend learning and strengthen children's communication and language
- improve the organisation of group times to reduce interruptions for children and maximise their learning.

## Setting details

<b>Unique reference number</b>	EY497857
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10216348
<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>	120
<b>Number of children on roll</b>	172
<b>Name of registered person</b>	Kindred Education (Les Enfants) Limited
<b>Registered person unique reference number</b>	RP905323
<b>Telephone number</b>	02084604609
<b>Date of previous inspection</b>	8 March 2018

## Information about this early years setting

Kindred Les Enfant Bromley registered in 2016. It is located in Bromley, Kent. It is open each weekday, from 7.30am to 6.30pm with morning and afternoon sessions available. The setting is open all year round and employs 27 staff, including bank staff. Of these, 13 hold early years qualifications at level 3 or above. The setting receives funding to provide free early education for children aged two, three and four.

## Information about this inspection

### Inspectors

Laura Brewer  
Jo Geoghegan

## 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 and the inspectors completed a learning walk together. The inspectors observed teaching practices and considered the impact these have on children's learning.
- The inspectors carried out two joint observations of activities with the manager.
- The inspectors held discussions with leaders, staff, children and parents.
- The inspectors sampled some of the setting's documentation, including evidence of how managers assess staff suitability.

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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