

Inspection of Kids Uni Day Care Centre

566 Romford Road, London, Essex E12 5AF

Inspection date: 2 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children receive good-quality care and education and thrive at this secure, safe and welcoming nursery. Staff are warm and responsive to children. They are sensitive to their individual needs and support their care and emotional well-being effectively. Children are visibly happy and form secure attachments with staff.

Staff have high expectations of children and what they can achieve, including those children with special educational needs and/or disabilities (SEND) or with delays in their learning. Leaders and staff identify, and are sensitive to, the impact that the COVID-19 pandemic may have had on children. They make children's development in confidence, social skills and communication a clear priority, to help close any gaps that may have emerged as a result of this. Children learn to behave well and how to play with others cooperatively.

Children enjoy the interesting, age-appropriate activities the staff provide them. Staff know their key children and, generally, plan well. Overall, they successfully support children to make good progress in all areas of learning. Children are motivated and keen learners. For instance, they enjoy discussing new things, such as what they know about space, and remind staff of the names of planets they have learned. Children develop a good vocabulary, explain themselves well and are confident to communicate with others.

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

- Staff support children with SEND or children who have any delays in their learning well. They recognise any possible gaps in children's development and successfully plan activities to support their learning. The manager and staff work with other professionals well and seek additional support for children when required.
- Children benefit from staff's effective partnerships with parents. Parents receive regular updates about their children's development. For instance, they access information about their children's learning and the care given to them via an online app. Staff provide guidance to parents and work with them well, to help them know how to support their children's development at home.
- The manager has a clear vision for what she wants the children in the nursery to learn and why, to help prepare them for their future learning, including school. Overall, staff are skilled in helping children to make good progress. However, at times, they are not consistent in helping children to achieve some skills that the manager intends for them to learn. For instance, staff miss opportunities to help children do things for themselves during day-to-day routines, to enhance children's independence further.
- Staff support children's communication skills well. Children sing songs and do

actions to the words. Staff model language well during activities. Children understand what words mean and how to use them in context. Older children become confident talkers and younger children confidently express what they want.

- Children eat balanced and nutritious meals and learn how to be healthy. They develop their gross motor skills well, for example while playing with sand in the mud kitchen. Children learn to scoop and pour sand, and carefully use wheelbarrows to move and manoeuvre the sand from one place to another.
- The manager supports staff's professional development well, overall. For instance, she shares information from training she has attended during staff meetings, to extend staff's understanding and knowledge. However, the current procedures to monitor each individual member of staff's ongoing practice do not quickly recognise any emerging weaknesses in their teaching practices.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their safeguarding duties. They know the possible signs that may indicate a child is at risk of harm or neglect, and how to report their concerns. The manager knows about wider local safeguarding issues that may impact on children, for example in relation to the 'Prevent' duty guidance. Staff follow safety procedures well, including keeping the premises a safe and secure place for children to play.

What does the setting need to do to improve?

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

- strengthen staff's interactions with children so that they precisely teach what the manager intends for children to learn, to help children make even better progress
- develop existing processes to monitor staff's practice, to help swiftly recognise and address areas where they may need further support.

Setting details

Unique reference number	2529960
Local authority	Newham
Inspection number	10209124
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	46
Number of children on roll	34
Name of registered person	Kids Uni - Day Care Centre Ltd
Registered person unique reference number	2529959
Telephone number	07979547727
Date of previous inspection	Not applicable

Information about this early years setting

Kids Uni Day Care Centre registered in 2019. The nursery operates from Monday to Friday, all year round. Sessions are from 8am to 6pm. The provider employs nine members of staff, all of whom hold appropriate early years qualifications between level 2 and level 6. The nursery provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector

Anneka Mundy

Inspection activities

- This was the first routine inspection the setting 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 took the inspector on a learning walk and told her about what they want the children to learn at the nursery.
- The inspector and the manager completed a joint observation of a teaching activity to review the quality of education.
- The inspector engaged with children at appropriate times throughout the inspection.
- The inspector looked at documents relating to the suitability of those working with children, such as their early years and first-aid qualifications.
- Parents provided feedback on their experiences of the nursery, and the inspector took account of their views.

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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