

Inspection of Totally Kidz

13-15 Borthwick Street, London SE8 3GH

Inspection date:

12 April 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised. Children are not always in the care of staff whose suitability has been fully checked. Although most children settle quickly, their learning and development needs are not closely considered by staff. Children, including those who speak English as an additional language, do not receive effective support to develop their communication and language. In addition, some activities for children lack challenge and are not implemented well.

Children who find it difficult to separate from their parents receive cuddles and warm attention from staff. Children who may become anxious or upset benefit from the use of a sensory room. Some children share their languages with staff from similar backgrounds. Babies choose books independently, turn pages and look closely at illustrations. Children use their imaginations as they prepare for a local outing. They find hard hats to match the high-visibility vests that they wear. Children notice the effect of the sun on their shadows as they walk. They enjoy using large equipment in a local playground. Children climb onto platforms and excitedly point to friends through safety rails before sliding down. They show their agility as they jump out of swings. Older children complete challenging mathematical tasks. They understand number values and can add up and take away. They show their independence as they use a water dispenser.

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

- The provider does not obtain an enhanced Disclosure and Barring Service check for all staff, as required. She does not consistently implement the nursery's 'Recruitment and Selection Policy'. This lack of robust vetting increases risks to children.
- Staff do not support children's communication and language development well enough. At times, the quality of interactions between staff and children is variable. Children have few opportunities to hear and use new words, particularly the youngest. Staff do not plan challenging activities that consider the needs of children sufficiently well, including those who speak or hear a language other than English at home.
- Babies engage with and enjoy activities that staff provide, overall. They join in with action and rhyming songs and shake instruments to hear different sounds. Babies show their independence. For example, they eagerly remove their socks and shoes for footprinting activities. Staff manage their personal care needs effectively.
- Staff help children to develop their physical skills. Children broaden their experiences and build stamina on riverside walks. They have fun during visits to local playgrounds. Children crawl through tunnels and push younger friends on swings. Older children use pens with increasing control and begin to form

letters.

- Children behave well and acquire positive social skills. Children invite their friends to join in with their play and help their friends to get out of swings. Children understand what is expected of them and follow instructions. Staff use effective methods, such as sand timers, to help children regulate their behaviour.
- Staff plan some activities that acknowledge different faiths. For example, children contribute to staff displays for Easter. During cultural day, children wear traditional dress and hear music from different communities. However, children have few opportunities to recognise or share information about their backgrounds and traditions.
- Staff regularly share information with parents about children's experiences and achievements. Staff discuss children's learning and engage parents effectively when gaps in their child's learning persist. Staff help parents to support children's learning at home, including when the nursery is closed.
- The provider makes effective use of additional funding. She provides resources to help parents support children's learning, including when children are unable to attend the nursery. Parents appreciate the flexible service and caring staff.
- The provider works closely with external advisers to develop the service. This provides some additional support for the nursery manager and staff team. However, the provider does not evaluate the service well enough to identify what needs to improve.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management have a significant impact on the welfare of children. Despite this, the provider, manager and staff understand how to respond if a child is at risk of abuse or harm. They know the action to take if concerns arise about a colleague. The manager and staff are alert to other risks to children, such as exposure to extreme views or behaviour and the unsafe use of technology. Staff implement procedures for outings effectively. Staff are vigilant and manage risks appropriately. They keep accurate records of children's attendance and personal care.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that enhanced Disclosure and Barring Service checks are obtained for all staff aged 16 and over	20/05/2022

improve support for teaching skills so that staff plan challenging activities and better support children's communication and language development, particularly for those children who speak English as an additional language.	17/06/2022
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To further improve the quality of the early years provision, the provider should:

- expand opportunities for children to recognise and share their backgrounds and traditions.

Setting details

Unique reference number	2520121
Local authority	Greenwich
Inspection number	10208021
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	21
Name of registered person	Uthman, Latifat
Registered person unique reference number	2520120
Telephone number	0203 632 5515
Date of previous inspection	Not applicable

Information about this early years setting

Totally Kidz registered in 2019. It is located in the Royal Borough of Greenwich. The nursery is open all year round, Monday to Friday, from 7.30am until 6.30pm. Seven staff work with children. Of these, four staff, including the manager, hold qualifications at level 3. Three staff hold qualifications at level 2. The nursery receives funding for early education places for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

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 setting.
- The nursery manager showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, including with the nursery manager, and assessed the impact of these on children's learning.
- The provider and nursery manager met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff, relevant nursery policies and evidence of staff professional development.
- The inspector spoke with staff, parents and children at appropriate times.

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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