

Inspection of Lexden Lodge Kindergarten

26 Lexden Road, Colchester, Essex CO3 3QD

Inspection date:

28 April 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The educational programme fails to consistently meet all children's needs. Activities do not capture and inspire some children's curiosity or motivate them to learn. They quickly lose interest and find their own amusement, which often hinders other children's learning. For example, during story times, staff do not engage toddlers and older children in the story. Instead, children climb over each other, preventing other children from listening. This does not help children to learn to manage their behaviour.

Children's safety is compromised. Toddlers frequently snatch toys from their peers and, at times, throw objects around the room. Older children lose interest during group activities and do not take notice when staff ask them to stop. They push and grab other children's hands and arms, which provokes a reaction. Staff fail to consistently notice and intervene.

Babies enjoy close relationships with their key person and other staff. They confidently explore the resources and take part in activities that staff provide for them, such as messy play and painting. Children, including the babies, have daily opportunities to play outside in the fresh air. This helps to support their health and well-being.

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

- The provider does not ensure that all staff know how to manage children's behaviour effectively. At times, staff are left alone to cope with groups of children. Other staff lack enough experience and knowledge of the children in their room. Therefore, staff are unable to successfully distract and redirect children's excitement to more purposeful learning.
- Overall, children make some progress in relation to their starting points. However, the provider and management team fail to oversee the implementation of the educational programme. Staff do not consistently build on what children need to learn next and their interests in order to help children make good levels of progress. Instead, activities are generally uninspiring, which results in children quickly losing interest.
- Staff do not supervise children well enough to ensure they act quickly when disagreements break out. Toddlers poke and push over their friends, finding amusement in 'bundling' on top of other children. In addition, older children argue over resources, resorting to hitting their peers to get what they want. Staff do not notice these incidents and so they generally go unrecorded.
- There have been a number of changes within the staff team recently. The pre-school rooms do not have a member of staff responsible for overseeing staff deployment and monitoring the effectiveness of the educational programme. In

addition, new staff have yet to fully understand their roles and responsibilities. For example, at times, too many staff complete daily routines, such as cleaning and laying tables, which leaves other staff left to manage large groups of children alone.

- Links with local school teachers help staff to prepare children for the next stage in their learning. Teachers visit the kindergarten to meet with children and discuss their current stages of learning and development with key persons. School uniform and resources are added to role-play areas to enable children to start to imagine what going to school might be like.
- The provider and management team understand the importance of safer recruitment. There are robust checks in place to ensure that staff are suitable to work with children. Staff have regular opportunities to meet with management to discuss their practice and training needs.
- Partnerships with parents are positive. Parents praise the staff for the care their children receive. They comment that they regularly check the online app to see what their children have done during the day, and like the pictures that staff upload. Parents share information with staff about what their children have done over the weekend and any new achievements, such as first steps or new words.
- Children with special educational needs and/or disabilities are supported well. Staff work closely with other professionals and parents to provide continuity of care. They implement individual learning plans and monitor children's progress over time. This helps to provide targeted support to help children close any gaps in their development and catch up.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and well-being are not assured. Staff do not manage children's behaviour effectively. In addition, poor staff deployment further compromises children's safety. However, all staff have a secure knowledge of child protection. They know the signs and symptoms that may indicate that a child is at risk of harm or abuse. Staff have a clear understanding of how to document and report any concerns about children in their care. Staff are clear about procedures to follow should they have any concerns about a colleague, and the role of local statutory authorities.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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take prompt action to teach staff how to manage children's behaviour consistently and help them understand the importance of sharing, taking turns and being kind to one another	27/05/2022
ensure that children are supervised adequately at all times, particularly in the toddler and pre-school rooms	27/05/2022
take prompt action to ensure that staff are effectively deployed to meet all children's needs, specifically in the toddler and pre-school rooms	27/05/2022
ensure that the educational programme is consistently delivered, ambitious and designed to support all children's good progress in relation to their starting points.	27/05/2022

Setting details

Unique reference number	EY307729
Local authority	Essex
Inspection number	10236803
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	0 to 5
Total number of places	125
Number of children on roll	228
Name of registered person	Samco Enterprises Ltd
Registered person unique reference number	RP523888
Telephone number	01206 574005
Date of previous inspection	25 August 2017

Information about this early years setting

Lexden Lodge Kindergarten registered in 2005. The kindergarten employs 34 members of staff. Of these, 21 hold appropriate early years qualifications at level 3 and above. This includes one member of staff who has early years practitioner status and one who has a degree. The kindergarten opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Sue Buckingham
Jane Le Marie

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed all areas of the provision and discussed the safety and suitability of the premises.
- The trainee manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children shared their views with the inspectors.
- The inspectors observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the deputy manager.
- Parents provided the inspectors with oral and written feedback.
- The inspectors looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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