

Inspection of Kinderversity Otford

Otford Church Hall, High Street, Otford, Sevenoaks TN14 5PQ

Inspection date: 18 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Overall, children enjoy their time at the nursery and make progress in their learning and development. There are inconsistencies in the quality of teaching, and some activities are not targeted well to offer children the challenge they need. However, the provider has recruited a small team of experienced, qualified staff to make up a senior leadership team, overseeing all of her settings. These individuals have been working closely with the nursery staff. Their skilful, well-implemented support is empowering staff and improving outcomes for children.

Children benefit from a focus on promoting their emotional well-being and social skills. Staff are implementing newly introduced ways to help children share and take turns. Children also learn to care for toys and to take some responsibility for their environment. These targeted approaches are successfully supporting children to behave well.

Babies and toddlers explore their environment happily. Although work is taking place to improve some of the working practices, their care needs are met well. The organisation of activities and routines for older children has recently been improved. For example, children are responding very positively to new group storytelling sessions before lunch. They hear new vocabulary and use language as they predict what will happen next. These structured parts of the day support children's concentration and listening skills, helping to prepare children for the next stage in their education.

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

- The provider and the newly assembled leadership team are focusing on raising the standards of teaching and care. The role of manager is currently being covered by the new operations manager. She is being supported by another newly recruited, experienced member of staff who is acting as deputy. They are working very effectively together to provide guidance and support for the existing staff team. The manager has very accurately identified and prioritised areas where improvement is needed.
- The manager has a very good knowledge of how children develop and a clear vision for their future learning. She ensures that new practices are fully understood and embedded before moving forward with the next stage of her action plan. Staff are responding well to the changes being implemented and are keen to develop their skills. This is evident in their developing confidence and warm interactions with children. However, although teaching is improving, it is not currently at a consistently good level.
- Staff working with the oldest age group provide activities based on the children's interests. They do not always have a clear intent for learning or consider the

resources to set out. For example, children were keen to take part in an activity to paint pictures linked to a favourite book. They concentrated well and chatted happily. However, much of the intended learning did not take place as the concept was too complex for the children taking part. In addition, staff did not replenish the paint quickly enough, or offer enough choice for children to fully explore their creative ideas.

- Staff in the baby room have a good understanding of children's individual routines and care needs. Overall, they meet these well. However, some aspects of the daily routine are not organised well, for example the arrangements around lunchtime and sleeping. During the inspection, children became unsettled waiting for their food. Additionally, the sleep mats were not fully unfolded and some children took a while to find a comfortable sleeping position.
- Throughout the nursery the promotion of language is improving. However, the support for staff is ongoing. Staff working with the older children are making good use of opportunities that arise to engage them in conversations. They also plan activities specifically aimed at encouraging language but do not consider how the noise level in the room may affect this. Staff talk to babies as they play and during activities such as mealtimes and nappy changing. However, they do not always recognise when to respond to non-verbal children's attempts to communicate.
- Parents receive a friendly welcome and report that their children are happy. They are pleased with the progress they are making. The deputy manager takes the lead responsibility for coordinating the care of children with special educational needs and/or disabilities. She has a thorough understanding of her role and works with parents to ensure that children's individual needs are identified. She knows how to seek support from other relevant professionals when necessary.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff team have a secure knowledge of safeguarding matters. They are aware of the signs that may raise concerns about a child's welfare, including the risks linked to exposure to extreme beliefs. There are appropriate procedures to report any concerns to the relevant agencies. In addition, the manager knows what action to take in the event of an allegation being made against a member of staff.

What does the setting need to do to improve?

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

- enhance further the support for staff working with the older children to develop confidence in planning activities more precisely

- continue to work with all staff to provide more consistently effective teaching for communication and language
- review and improve the aspects of the routine in the baby room that are not fully effective, specifically the lunch arrangements and sleep practices.

Setting details

Unique reference number	2594709
Local authority	Kent
Inspection number	10221804
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 10
Total number of places	26
Number of children on roll	52
Name of registered person	Kinderversity Limited
Registered person unique reference number	RP910114
Telephone number	07970 394625
Date of previous inspection	Not applicable

Information about this early years setting

Kinderversity Otford is in Otford Kent. It is one of three settings operated by Kinderversity Limited. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Liz Caluori

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 deputy manager showed the inspector around all areas of the nursery and discussed the intent behind the educational programmes.
- The inspector viewed the interaction of staff and children during a variety of activities.
- A leadership discussion took place regarding the arrangements in place to monitor and improve the standards of teaching and care.
- The inspector spoke with staff, parents and children at appropriate times.
- A range of relevant documents were scrutinised.

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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