

Inspection of Kids R Kids Day Nursery

8-10 Allerford Road, Catford, London SE6 3DD

Inspection date:

15 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children form good relationships with staff and their friends. Children show that they understand the nursery routines. They remove their shoes and wash their hands when they arrive. Children show care and consideration for their friends and understand their differing needs. For example, children help to pour water into pots during pretend play and offer 'cake' to their friends.

Children develop an understanding of technology as they use the nursery computer. They develop their literacy as staff introduce them to new books each week. Some children are confident to speak in larger groups. They recall the Queen's Birthday and their trip to London. Children enjoy helping at circle time. They take turns to hold up letter cards during phonics sessions.

Children learn how to look after their bodies. Older children discuss the benefits of brushing teeth each morning with staff. They recognise the need to drink more during warm weather. Younger children persist with challenging tasks, for example, as they build with interlocking bricks and blocks.

At times, the learning and development needs of some children are not considered well by staff. This limits them from fully achieving the progress that they are capable of. Despite this, children have opportunities to practise important skills that they need for the future.

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

- The provider identifies priorities for further development of the nursery. For example, children now have access to an additional 'wildlife' garden area to extend their understanding of nature and living things. She works well with local advisors to help her make improvements. However, the provider's self-evaluation does not help her to accurately identify what she needs to improve.
- The provider arranges training for staff. However, staff need further support to implement a fully effective curriculum. Activities lack challenge for some children. On occasion, children's learning experiences are poorly planned. The provider does not always recognise weak teaching or unsuitable routines and the impact of these on children's learning or behaviour.
- Staff take some steps to help develop children's communication and language. For example, bottles for older children are now discouraged to allow better development of children's oral health, mouth muscles and speech. However, staff interaction with children needs to improve. Children have few opportunities to build on their language skills or learn new words. Staff do not closely consider the needs of children who speak or hear languages other than English during activities.

- Children behave well, overall. They use good manners and, generally, develop their social skills. At times, staff do not plan or implement routines or activities well. This has an impact on children's behaviour. For example, some children become distracted and lose focus when they sit for long periods. When staff do not provide enough resources for them to use, children begin to squabble.
- Staff provide activities that help children to develop their creativity. Children show pride in their artwork. Staff acknowledge children's achievements as they discuss their representations. Children name the circles that they draw as 'mummy' and 'daddy'. Children use their imaginations well. They cuddle, kiss and dress dolls that they go on to push around in buggies. Children play together well as they pretend to shop with their friends. They count as they use tills and exchange money.
- Staff give children frequent opportunities to play outdoors. Ongoing development of an additional outdoor area further allows children to notice living things and explore the natural environment. Children use their bodies well. They climb, balance and run at speed. Children have opportunities to move their bodies inside. For example, they enjoy stamping their feet as they sing action songs.
- Staff plan some activities that acknowledge well-known faiths and events. Some staff share their language with children from similar backgrounds. However, children have few opportunities to recognise or use resources that reflect their languages, backgrounds, culture and traditions.
- Parents appreciate the approachable staff and the information they share about their children's learning. Parents notice children's increased confidence and social skills. They say that their children are happy to attend.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff update their safeguarding knowledge. They are alert to potential risks to children, including exposure to domestic abuse, extreme views or substance misuse. Staff understand the procedures to follow if they suspect a child is at risk of abuse or harm. The provider works effectively with external agencies to help keep children safe. She promotes the safe use of technology with staff and parents. Staff supervise children well, for example, as they cut fruit. Nutritious meals are prepared by staff who complete relevant training. Staff implement procedures to keep children safe during mealtimes. They maintain accurate records of children's accidents and attendance.

What does the setting need to do to improve?

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

	Due date
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improve support for staff teaching skills, to help them plan challenging, well-resourced activities that take account of children's individual learning needs, and support children's communication and language effectively.	15/08/2022
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To further improve the quality of the early years provision, the provider should:

- review nursery routines, so that children can access learning experiences without the need to sit or wait for lengthy periods
- expand opportunities for children to recognise, value and share their languages, backgrounds, culture and traditions.

Setting details

Unique reference number	2550827
Local authority	Lewisham
Inspection number	10221576
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	39
Number of children on roll	28
Name of registered person	Kids R Kids Nursery Ltd
Registered person unique reference number	2550826
Telephone number	07957111597
Date of previous inspection	Not applicable

Information about this early years setting

Kids R Kids Day Nursery registered in 2019. It is based in Catford, in the London Borough of Lewisham. The nursery is open each weekday from 7.30am to 6.30pm, all year round. Six staff, including the provider, work with children. All hold relevant childcare qualifications from level 3 upwards. The provider holds a qualification at level 6. The provider 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 nursery 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 her evaluation of the nursery.
- The provider 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, and assessed the impact of these on children's learning.
- The inspector invited the provider to observe the teaching and learning that took place during a children's activity.
- The provider met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector considered the views of parents and spoke with staff and children during the inspection.

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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