

Inspection of Kinderversity Pembury

St Anselm Hall, Lower Green Road, Pembury, Kent TN2 4DZ

Inspection date: 12 July 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

There have been a number of staff changes at the nursery and the manager and newly assembled team are being supported by the operations manager. There are some aspects of the provision where improvements are needed. Although action is being taken to address these, practices are not currently consistently good. Staff are eager to create opportunities to promote children's learning, but, at times, activities do not offer the appropriate levels of challenge.

Despite this, children enjoy their time with the caring staff team. They behave well. Staff help them to manage turn taking in an age-appropriate manner. For example, young children are supported to find similar toys and other children are helped to begin to negotiate with their friends. Staff actively engage in role play with children. For example, they enthusiastically explore children's interest in bugs and follow children's lead well to take bugs on an imaginary beach adventure. Older children relish this opportunity and continue this idea in their own play.

Children have regular opportunities to play outside. Staff use this space well to support children's physical development and play. For example, children challenge themselves on the climbing frame and enjoy using the swings.

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

- The manager and operations manager know the setting has areas that need to improve. They have plans in place which have begun to have some impact. For example, they have worked on how staff deploy themselves in the garden to help support children. However, there is further development needed across the setting which has not been consistently embedded in practice.
- The new staff team has got to know children well and has good relationships with them. Children like to share a cuddle with their key person and talk to them about what they are playing. Staff know their individual children's progress and share where they have concerns about gaps in their development. Additional support is sought from other professionals for children who need it.
- Staff feel well supported by the manager. They have discussions about aspects of their roles and go to her for guidance. Staff are committed to working together to improve outcomes for children. However, guidance for staff is not fully effective in addressing some weaknesses in practice, particularly for those working with the younger children.
- The curriculum planning and teaching do not consistently support all children in their learning. The manager and operations manager have included this in their plans for improvement. The expectation for older children, at times, is too high and there is not enough support for younger children's and babies' learning. Staff do involve children in choosing the activities on offer and follow their

interests. Older children are eager to be involved in activities, but their learning is not fully extended to help them make consistent progress. Children do not have a full range of skills to support them to be ready to start school.

- Parents share that they are happy with the setting. They feel staff are friendly and caring towards children. Staff have been open to discussions with parents. Parents particularly like the support for children who speak English as an additional language.
- Children play well together and enjoy positive interactions with staff. For example, children share books with staff and welcome their friends to join in. Staff use these times well to help children talk about themselves and their families. This helps children build confidence and listen to group conversations.

Safeguarding

The arrangements for safeguarding are effective.

Staff have secure safeguarding knowledge. The new designated safeguarding lead ensures that staff are able to assess any concerns they may have about children. For example, she talks to them about the content of the policy and what to look out for. Staff have completed training to cover a range of areas, such as the 'Prevent' duty. They know the procedure to follow and who to speak to about any issues that they feel may impact on children's welfare. Staff know the action to take if there are concerns about their colleagues' practice. They know the external procedures to follow should they need to escalate their concerns.

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 there is a curriculum that fully supports the ages and stages of development of all children to help children make consistently good progress.	15/08/2022

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

- support staff working with younger children to ensure that their particular needs are well considered to support their overall care, learning and development.

Setting details

Unique reference number	2588594
Local authority	Kent
Inspection number	10221805
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	20
Number of children on roll	41
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 Pembury registered in 2020 and is part of a chain of nurseries. It is open each weekday from 7am to 7pm, for 51 weeks of the year. The nursery receives funding to provide free early years education for children aged two, three and four years. The nursery employs seven members of staff. Of these, five hold appropriate early years qualifications at level 2 or above.

Information about this inspection

Inspector

Sarah Taylor-Smith

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together to discuss the intentions for children's learning.
- The inspector spoke to parents and took their views into account.
- The inspector observed the quality of teaching and spoke to staff about children.
- The inspector spoke with the manager and operations manager and viewed documentation such as paediatric first-aid certificates.

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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