

Inspection of Abc Kidz Nurseries

Quaker Meeting House, Rectory Lane, Edgware, Middlesex HA8 7LG

Inspection date: 5 July 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	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not take effective measures to ensure that children are safe at all times. For example, leaders do not make effective use of risk assessment processes to keep children safe. Hazards such as nettles and thorns in the garden area put children at risk of harm. Leaders do not make sure that essential qualifications, such as paediatric first-aid certificates, are kept in date. This does not ensure children's safety in the event of an injury.

The programme of learning is ineffective. Children choose which toys to play with and participate in activities that interest them. However, leaders do not ensure that every child has opportunities to develop their skills in all areas of the curriculum throughout the day. For example, children do not look at books or listen to stories unless they are interested in this. Some children choose not to join in with circle time or singing songs. This means that some children do not make enough progress.

Not all children are included in the daily routines of the nursery. For example, during circle time, staff do not sing every child's name during the welcome song. This does not support every child to feel that they are an important and valued member of the nursery community.

Staff care about the children and work hard to build good relationships with them. Children approach them if they need comfort or reassurance throughout the day.

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

- Leaders have not put an effective and systematic curriculum for communication and language in place. There are too many occasions when quieter children are left to play with limited interactions unless they approach a member of staff. This means that children do not make enough progress in their communication and language. Staff do not always model language correctly to children. They do not correct children's grammatical structure when they say, for example, 'I sawed a squirrel'. Staff use incorrect sentence structures in their own speech. This means that children do not have the opportunity to consistently learn how to form sentences accurately.
- Leaders do not implement a carefully considered programme of learning for personal, social and emotional development. Children are told to share or play together, but they do not always understand how to do this. Staff do not use effective strategies to teach children these important social skills.
- Leaders liaise with external professionals to develop targets to support some children with special educational needs and/or disabilities. However, leaders do not identify areas which children need extra support in early enough. They do

not use the progress check for two-year-old children effectively to help them to identify this. This means that these children do not receive the targeted and intense support from nursery staff and external professionals that they need soon enough. Therefore, they do not make the rapid progress that they need to make to get the best start in their learning journey.

- Staff do not have a good enough knowledge of what their key children can do and need to do next in order to make progress. Staff place too much importance on children as young as two learning letter sounds or numbers. This does not show a good understanding of what children need to learn. Therefore, staff do not plan appropriately for how to move children on to the next step in their learning journey.
- Leaders and staff at the setting genuinely care about the children. They want to provide the best for them. However, they do not identify the areas of practice which leaders and staff need to improve in. Staff do not have targeted professional development opportunities to help them to improve in these areas. This means that leaders and staff do not yet have the necessary knowledge and understanding to deliver a high quality of teaching to the children in some areas of the curriculum.
- Staff support children in their physical development. They give children plenty of opportunity to develop both their gross-motor skills and fine-motor skills. For example, staff plan assault courses which help children to learn to jump and balance. Children develop hand-to-eye coordination well by carefully ladling water into bottles or funnelling sand. Children develop their physical skills well.
- Leaders work hard to build strong parent partnerships. Parents speak highly about the warmth of the staff and the strong verbal communication at the beginning and end of the session. This helps children to transition easily between home and nursery.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not make sure that there is always a member of staff with an in date paediatric first-aid qualification on site when children are present. This puts children at risk of harm if they require first-aid treatment. Leaders do not use an effective system for the ongoing risk assessment. There are hazards within the setting which could pose risks to the safety of children. Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure their safeguarding knowledge is kept up to date. Important safeguarding information is clearly displayed in the setting for staff to access if necessary.

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
ensure there is a member of staff with an in date relevant paediatric first-aid qualification on site at all times while children are present	21/07/2022
implement a robust ongoing risk assessment process so that any risks to children are identified and mitigated swiftly	21/07/2022
identify any children with possible special educational needs and/or disabilities early; ensure that these children receive the targeted support and intervention that they need to fulfil their potential	04/08/2022
implement an effective curriculum, particularly for communication and language and personal, social and emotional development, so that every child makes good progress in these areas	04/08/2022
identify areas where staff need to improve their practice and provide opportunities and support for them to achieve this	04/08/2022
make sure that the key-person system is robust so that each key person knows what their key children can do and need to learn next to make progress	04/08/2022
ensure that the progress check is carried out effectively for all two-year-olds and shared with parents.	04/08/2022

Setting details

Unique reference number	EY560330
Local authority	Barnet
Inspection number	10245879
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	23
Number of children on roll	12
Name of registered person	Worrell, Keisha Tenika Michelle
Registered person unique reference number	RP560329
Telephone number	07428139105
Date of previous inspection	Not applicable

Information about this early years setting

Abc Kidz Nurseries registered in 2018. The nursery is based in the London Borough of Barnet. The nursery is open from 7.45am to 3.30pm, Monday to Thursday, term time only.

Information about this inspection

Inspector

Jenny Gordon

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.
- 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 and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with the manager about nursery practices and procedures.

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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