

Inspection of Global Kids day care

19 Parnham Street, Limehouse, London E14 7FN

Inspection date: 26 August 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children explore the environment independently and are eager to learn new skills. They enjoy using accessible resources, indoors and outdoors. Staff interact well with the children, join in with their play and guide their learning. Babies play happily alongside their friends and progress well from their starting points in learning. Staff have high expectations of the children and introduce a range of vocabulary, extending children's communication and language skills. Children are taught how to care for their environment. Children learn about the life cycles of the worm and how to care for them. For example, they grow plants and have a wormery.

Staff arrange flexible and personalised settling-in routines with parents. Babies who find it difficult to separate from their parents receive cuddles and warm attention. For example, they snuggle into staff's laps as they share books. Children behave well. They wash their hands and prepare their own fruit at snack time. Staff are positive role models and actively encourage children to use good manners. Children thoroughly enjoy sensory play, using tools such as buckets and containers to splash and scoop. Children learn about capacity and numbers by filling empty containers with water and mud. For example, with the support of staff, they learn to measure and compare volumes.

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

- A well-established key-person system helps children to feel safe and secure. Staff are caring and nurturing. The settling-in process is flexible and personalised to meet families' individual needs. Staff encourage them to express their feelings and wishes. For example, staff use visual aids to allow children to communicate their needs.
- The manager is reflective of the learning environment. She reviews how children access areas of the environment and how to make resources more accessible. She ensures children have room and space to play and explore. Staff organise local outings to help children to gain an awareness of the wider world around them.
- Children are supported well to develop their writing skills. Staff introduce stimulating mark-making opportunities for all children. For example, staff provide a range of writing tools, indoors and outdoors, to suit a wider range of learning styles.
- Staff support children's communication and language development effectively. They encourage children to explore books and use open-ended questions skillfully to engage them in conversation. However, on occasion, staff do not encourage less confident and quieter children to communicate to maximise their learning.

- Staff promote opportunities for children to learn about the wider world. They read books, and children wear traditional clothes from another cultures. This supports children with English as an additional language and helps them celebrate the similarities and differences between people.
- Children develop close and trusting relationships with the staff. Children have access to various exciting resources specifically selected to inspire their curiosity. However, staff do not consistently consider children's interests to ensure they remain highly focused and concentrated.
- Staff support children in developing their social skills and are good role models. For example, staff encourage children to return their plates to the kitchen and thank the nursery chef for cooking their lunch.
- Children's good health is promoted. Children enjoy nutritious meals and snacks, which the nursery chef provides. They serve their own food, learn how to use a knife, and pour water and milk.
- Children behave well and play harmoniously together, taking turns and sharing equipment. Older children happily help the younger children, looking at books with them and helping them to access resources, for example.
- Staff communicate well with parents, informing them about their children's learning. Parents speak highly of the setting and comment on how they have a good relationship with their child's key person.
- The manager has high expectations to drive forward continuous improvements. Staff attend supervision meetings to reflect on their practice and develop their skills. The manager has a strong dedication to improving staff qualifications and supports staff to develop a deeper knowledge of teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff are confident in identifying the signs and symptoms of abuse and neglect. They know what action they must take if they have any concerns about a child in their care. Staff understand the procedures to follow to report their concerns about a child or the conduct of a colleague. Staff complete safeguarding training, and this is regularly updated. They carry out regular risk assessments to make sure the environment is safe for all children. Robust recruitment and vetting arrangements help ensure that staff working with children are suitable for their role.

What does the setting need to do to improve?

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

- consider ways staff plan to consistently challenge and extends children's learning to improve their engagement and focus
- support staff to engage more effectively with less confident and quieter children to maximise their learning.

Setting details

Unique reference number	EY449365
Local authority	Tower Hamlets
Inspection number	10235856
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	26
Number of children on roll	36
Name of registered person	Global Kids Day Care Limited
Registered person unique reference number	RP904130
Telephone number	0207 001 1210
Date of previous inspection	7 September 2016

Information about this early years setting

Global Kids Day Care registered in 2012. The setting is situated in Lime House, in the London Borough of Tower Hamlets. The nursery is open each weekday, from 8am to 6pm. The holiday club is open each weekday, from 8am to 6pm, throughout the year. The playgroup provides funded early education for two-, three- and four-year-old children. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 to level 6.

Information about this inspection

Inspector

Katalin Simmonds

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 this into account in their evaluation of the provider.
- During the inspection, the inspector talked with staff, managers, children and parents.
- The manager and inspector completed a learning walk to discuss the curriculum.
- The manager and inspector completed a joint observation together.
- The inspector spoke with a small number of parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022