

Inspection of Kido Wandsworth

Unit 3b.04, Ram Quarter, Wandsworth High Street, London SW18 1TH

Inspection date:

9 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and flourish in this inspirational nursery. They receive high-quality care from the attentive and caring staff. Children show great excitement as they arrive, separating confidently from their parents. They self-register and hurry into their base rooms, eager to explore the activities staff have expertly provided for them. Staff meticulously plan an indoor and outdoor curriculum that prepares children for the next phase of learning. All children, including those with special educational needs and/or disabilities, make exceptional progress in this uplifting setting.

Children's behaviour is exemplary throughout the nursery. Even the youngest children know what is expected of them, as staff share clear and age-appropriate boundaries. Children are very kind and respectful towards staff and each other, creating an atmosphere where children feel valued.

Children demonstrate a love of books. Staff give exceptional thought to ensuring that all children have easy access to books. For instance, a lending library has been introduced where parents and children borrow books that can be read at home, to contribute to children gaining a greater understanding of language. Staff invite parents to an innovative monthly book club. Children and their families come along with their child and share reviews of their chosen book. Staff provide exciting props to further enhance children's reading experiences.

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

- The manager is extremely passionate about her commitment to leading her team to excellence. Her inspiring approach gives the highest priority to staff morale and well-being. Consequently, staff are extremely motivated in ensuring high outcomes for every child. The manager explicitly identifies targeted training opportunities for staff to build on their already impeccable knowledge and understanding. For instance, they have recently completed training to broaden their existing strategies of developing children's communication skills even further.
- Staff accurately assess and build on children's existing knowledge. For example, children remember about pollination, and staff engage them in deep and meaningful conversations to help them gain an even better understanding of how honey is made. Staff use signing techniques as well as using words in children's home languages. This ensures that all children feel highly valued and included. As a result, children are confident and fluent communicators.
- Children are impressively self-sufficient and develop a can-do attitude from an early age. Babies confidently select bowls and cutlery and feed themselves at mealtimes. They attempt to put on their bibs by themselves. Older children

identify their own place cards and expertly use tongs to serve their meals. They operate a dispenser tap to pour their drink without spilling. Staff give ample opportunities for children to manage their own personal needs throughout the day. For example, after water play, children independently find their belongings and select the items of clothing that they need to change. Staff empower children and give them small tasks, such as helping to set the table for lunch. This helps to prepare them for their eventual transition to school.

- Partnerships with parents are admirable. Parents say that staff are amazing and that their children are 'loved and happy'. They comment that they are 'reassured that their children are growing, rapidly learning and safe in this enriching environment.' Parents feel fully involved in every decision made about their child. They praise the parent-representative system and regular social events, such as sports days, tea parties and the book club.
- Staff maximise opportunities to develop children's mathematical skills and make learning thoroughly challenging and enjoyable. For example, staff suggest older children fill their jugs to a certain level. Children accurately measure the correct amount, carefully referring to the printed numbers on the side of the jug as they do so. They enthusiastically explore natural materials, such as sticks, pinecones, flowers and herbs, using all their senses to create 'autumn soup'. Children excitedly count backwards from ten while they wait for their soup to 'cook'.
- Children demonstrate remarkable physical skills for their age. Toddlers climb and balance, showing excellent control and coordination as they navigate the ramps and stairs. They challenge themselves and gain a superb awareness of taking managed risks. Non-mobile babies eagerly play in the stimulating indoor physical area. They are supported to step into the ball pit and squeal with delight as they wave their arms around. They are fascinated to watch the balls go up in the air, recognising that their actions are causing this to happen. This contributes to children's deepening understanding of cause and effect.

Safeguarding

The arrangements for safeguarding are effective.

Leaders give a high priority to all aspects of safeguarding. They ensure that staff keep up to date with regular training. Staff have an excellent knowledge about a wide range of indicators that children may be at risk of harm. They confidently describe the correct procedures to be followed if they are concerned about a child. Staff supervise children closely during their activities. Staff are deployed effectively, and steps are taken to keep children safe. The management team have a highly effective and secure recruitment process in place, including carrying out all necessary checks to ensure staff are suitable to work with children.

Setting details

Unique reference number	2556068
Local authority	Wandsworth
Inspection number	10215809
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	71
Number of children on roll	71
Name of registered person	Kido Schools UK Limited
Registered person unique reference number	RP545556
Telephone number	0208 8750880
Date of previous inspection	Not applicable

Information about this early years setting

Kido Wandsworth registered in 2019 and is located in the London Borough of Wandsworth. The nursery is open for 51 weeks of the year, from 7.30am to 6.30pm, Monday to Friday. It provides funded early education for children aged two, three and four years. The nursery employs 17 staff. Of these, 14 hold relevant early years qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Louise Drewett

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 managers and has taken that into account in their evaluation.
- The setting manager and the inspector completed a learning walk together. She told the inspector about her intentions for children's learning and how the curriculum is planned and sequenced for the different groups of children.
- The inspector carried out a joint observation with the manager and discussed teaching and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector reviewed a sample of the provider's documentation, including staff suitability and first-aid qualifications.
- The inspector talked to practitioners and children at appropriate times 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.

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