

Inspection of kGems Day Nursery

Clayhall Bowls Club, Longwood Gardens, Ilford, Essex IG5 0EB

Inspection date: 6 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome at this friendly and inclusive nursery. They settle well and develop strong bonds with the caring staff. Children demonstrate that they feel happy, safe and emotionally secure. They enjoy their time at the nursery and confidently explore the stimulating environment. Children have access to a wide range of learning experiences indoors and outdoors. This includes a 'sensory' room which provides a quiet and calming place for children to relax. Children have many opportunities to develop their small-muscle movements in preparation for early writing. For instance, toddlers use their fingers to make circular marks using paint and sand. They explore play dough, squeezing and rolling it between their palms. Older children are keen to have a go at writing and carefully form the letters in their names. Children respond positively to the staff's high expectations. They show an enthusiastic approach to learning and are kind and helpful to others. Children enjoy responsibility and are confident to do things for themselves. For instance, they competently serve their own food at mealtimes, feed themselves independently, and carefully scrape and clear away their plates after eating. Older children are considerate and thoughtfully offer to help their younger peers.

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

- The manager has a clear and ambitious vision for the nursery. She works effectively with the staff to deliver high-quality care and education for children. Staff say that they feel valued and well supported. They explain how regular training and development opportunities help to enhance their practice and improve the outcomes for children. For instance, staff describe how they have broadened the opportunities for children to practise making marks, which has strengthened their early writing skills.
- The curriculum is broad and well sequenced. Staff know what children can do and provide good support for their interests and future learning. They identify where children's progress is less than expected, and work effectively with parents and other professionals to provide targeted support. Consequently, all children, including those who receive funding and those with special educational needs and/or disabilities (SEND), make good progress from their starting points.
- Staff sing, talk and read with children throughout the day, to help develop their communication skills. They understand when to simplify their speech and introduce pictures and objects, to help children make choices and understand routines. This supports all children, including those who speak English as an additional language and those with SEND, to become confident communicators.
- Children explore a range of materials and learn how to shape and join resources, to create pictures and models. For example, children glue pieces of tissue paper onto paper elephants, to recreate the character from a favourite story. However, staff could do more to help children convey their own ideas and feelings through

expressive arts and design.

- Staff provide group activities, such as circle times, as a way to share information and ideas with children. However, they do not always organise these activities effectively, to cater for the differing needs of the children taking part. Consequently, some children lose interest and do not learn as much as they could from these experiences.
- Children behave well and are respectful towards adults and other children. They receive positive praise and gentle reminders from staff, which helps them to understand what is expected of them.
- Children learn to look after their physical health and well-being. They spend lots of time in the nursery garden and enjoy vigorous exercise, such as weekly football coaching sessions. Children help staff to grow, harvest and cook vegetables, which they incorporate into the nursery's healthy meals and snacks. This helps children to develop positive attitudes to healthy eating.
- Parents value the care and affection shown to their children at nursery. They describe warm and friendly relationships with staff, which makes it easy to share information about children's needs. Parents describe how they receive regular photographs and details of their children's time at nursery, via an online app. These strong partnerships promote good consistency for children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The nursery premises are safe and secure. Staff are deployed effectively to ensure that children are well supervised and cared for. The manager is confident in her role as designated safeguarding lead. She knows how to respond swiftly to any concerns raised by staff or parents. Staff are aware of potential risks to children's safety and can confidently identify the signs of abuse. They know the procedures to follow, should they become worried about a child's welfare or the conduct of a colleague. The provider follows safer recruitment procedures and has robust systems to help ensure the suitability of staff.

What does the setting need to do to improve?

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

- strengthen further staff's understanding of how to promote children's creativity, imagination and self-expression
- support staff in the planning and delivery of group activities such as circle time, to ensure that all children benefit as much as possible from these learning experiences.

Setting details

Unique reference number	2588501
Local authority	Redbridge
Inspection number	10249040
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Knowledgems Global Ltd
Registered person unique reference number	RP901787
Telephone number	020 3078 9494
Date of previous inspection	Not applicable

Information about this early years setting

kGems Day Nursery registered in 2020. It is situated in Ilford, in the London Borough of Redbridge. The nursery operates Monday to Friday from 8am to 6pm all year round. The provider employs six staff members to work with the children. Of these, holds a qualification at level 6, and five hold level 3 or level 2. The nursery offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

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.
- The manager showed the inspector around the nursery premises and explained how they organise the learning programmes for children.
- The inspector observed the quality of education and assessed the impact on children's learning. This included a joint observation with the manager.
- The manager discussed leadership issues such as staff recruitment and training with the inspector. She ensured that relevant documents, including staff first-aid qualifications and suitability checks, were available for the inspector to view.
- The inspector spoke to parents, staff and children at appropriate times during the inspection, and took account of their views and experiences of the nursery.

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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