

Inspection of Totally Kidz

13-15 Borthwick Street, London SE8 3GH

Inspection date: 10 October 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children and their parents receive a warm welcome on arrival. They form warm relationships with key persons and each other. Children who have recently started nursery, or who move rooms, quickly settle into new routines. They show that they are happy to attend. Children's personal care is managed well. Babies are gently soothed to sleep. Older children receive effective support from staff to achieve independent self-care. Children use resources that help them to understand the importance of healthy eating and oral hygiene.

Children begin to recognise their names as they self-register. Older children indicate how they feel on arrival. They put their names against pictures that show different emotions and discuss with staff how they feel. Pre-school children count, sort and match items during shopping games. Babies choose rhymes that staff sing. Children enjoy their time outdoors in a nearby park. They chase and catch bubbles and run races with friends. Toddlers demonstrate good control of their bodies as they are challenged to kick balls. They do so with increasing confidence. Babies show resilience and determination. For example, they quickly resume play after falling over. Some toddlers share their language with staff from similar backgrounds. Pre-school children are confident communicators. They express themselves well and interact confidently with unfamiliar adults. They work together well during group activities and show positive social skills.

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

- The provider works effectively with staff, external consultants and local advisors. This has helped her to develop and improve the service. For example, the learning environment and resources now provide increased opportunities for children to value their languages and backgrounds. This contributes to improved outcomes for children.
- The provider arranges training for staff to help them implement a more effective curriculum. Staff receive support to gain recognised qualifications and attend coaching sessions. This helps staff to improve the quality of their interactions and activity plans for children. However, staff do not yet closely consider the individual learning needs of all children as they plan and carry out activities.
- Staff use a range of methods, such as props, displays and visual aids, to encourage children to interact and develop their communication and language. Less-confident babies smile with pride as they select song cards during circle time. Older children speak with their friends about their ideas as they add paint and small containers to a large bowl of bubbles. Staff name items and speak with children about what they do.
- Staff show that they understand how to sequence learning to promote children's development. For example, children use pegs and large brushes as part of

strengthening their small hand muscles in preparation for writing. Staff encourage babies to move their feet as they get ready to walk. They hold the hands of pre-walking babies to help them to balance as they practise taking steps.

- Staff provide regular information to parents about their children's experiences and share accurate assessments of children's learning. Staff work well with parents to address emerging concerns. Staff know the action to take if gaps in children's learning persist. Although some information is provided in written assessments for two years olds, parents do not yet routinely receive information to help them build on children's learning at home.
- Children behave and play together well. Older children invite younger friends to join in with their play outdoors. Children use good manners and show respect for each other. They share resources and are eager to help with tasks. Children show that they understand expectations. For example, they remind friends to hold onto the walking rope when leaving the nursery.
- Staff plan opportunities that help to develop children's curiosity. Pre-school children tentatively look at, and talk about, the spider that they help to care for. Children enjoy exploring leafy areas as they play outdoors. Babies experience the sensation of cooked pasta on their hands and feet. Pre-school children are excited to see what happens when they blow through straws in soapy water.
- Parents are happy with the service that they receive. They appreciate the use of technology to share regular information about children's experiences within the nursery, and when children are away from home. Parents report that children are eager to attend and say that they notice improvements in their children's social skills.

Safeguarding

The arrangements for safeguarding are effective.

The provider understands how to implement safer recruitment guidance. She now maintains accurate records that demonstrate robust initial vetting and ongoing staff suitability checks. Staff complete training to update their safeguarding knowledge. They are alert to the risks to children, such as exposure to extreme views or female genital mutilation. Staff know how to recognise and respond to concerns about a child's welfare, including if they are concerned about the suitability of a colleague. Staff show that they correctly implement procedures for outings, use of mobile phones and administration of medication. They maintain accurate records of children's attendance, accidents and personal care.

What does the setting need to do to improve?

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

- enhance support for teaching skills, so that staff better consider children's

- individual learning and support needs as they plan and implement the curriculum
- strengthen communication with parents, to help them better understand how to further develop children's learning at home.

Setting details

Unique reference number	2520121
Local authority	Greenwich
Inspection number	10240003
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	40
Number of children on roll	24
Name of registered person	Uthman, Latifat
Registered person unique reference number	2520120
Telephone number	0203 632 5515
Date of previous inspection	12 April 2022

Information about this early years setting

Totally Kidz registered in 2019. It is located in the Royal Borough of Greenwich. The nursery is open all year round, Monday to Friday, from 7am until 6.30pm. Twelve staff, including the provider, work with children. Of these, eight staff hold qualifications at level 3, and three staff hold qualifications at level 2. The manager holds a level 6 qualification. The nursery receives funding for early education for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The provider and deputy manager met with the inspector and discussed the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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