

Inspection of Kids Kingdom Daycare

Kids Kingdom, Garon Park, Southend-on-sea SS2 4FA

Inspection date:

19 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children develop their mathematical skills, for example, by using scales to weigh the sand. They use spoons to scoop the sand and learn how to make the scales balance evenly. Children count how many scoops they have added into each bucket and enjoy digging in the sand looking for the treasure. They spray water onto the sand to change the texture. Although staff encourage children to discuss colours and numbers, this does not offer enough challenge for older, most-able children who already have this knowledge.

Staff do not follow children's interests to plan for learning effectively. Sometimes this limits children's learning when staff do not allow them to explore and investigate further during their play. For example, when children are painting their Christmas decorations, they are unable to continue because staff do not provide enough resources.

Children's physical skills are supported well. They have regular access to the large soft play and garden areas. Children enjoy climbing to the top of the inflatable climbing frame and sliding back down. They throw balls to one another to catch and cheer each other on when they come down the slide. Children play chasing games where they run around and fall into the ball pit laughing. When outside in the garden, they enjoy balancing on the tyres and playing with footballs.

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

- Staff say they feel well supported by the manager. Although staff have one-to-one meetings with the manager, they do not have enough training opportunities to develop their practice. Staff do not benefit from professional development opportunities that focus on improving their teaching skills, and this has an impact on children's learning.
- Sometimes, children do not receive the support they need to learn how to share resources. Staff do not model positive behaviours or teach children how to share. When children do not want to share toys, staff take them away from children. This prevents children from learning how to resolve conflicts or problems. This has an impact on children's social and emotional skills.
- Staff do not always have high expectations of children. For example, children of all ages are asked what noises animals make and what colours and shapes they have found. This is something that the most able children already know. Therefore, their thinking and communication skills are not extended further.
- Staff hold settling-in sessions with parents and children to find out about the child's routines, interests and development. This helps children settle into nursery when they first start.
- Staff work with other agencies and parents to support children's individual

needs. Together, they discuss children's progress and set individual targets to promote children's development.

- Parents speak highly of the staff. They have regular communication with key workers and find out how their children are developing. Parents comment staff are compassionate and loving, which reassures them that their child is being cared for.
- Staff work closely with teachers from local schools to support children when they move on to school. Teachers visit the staff and children at the nursery to discuss children's development, to enable teachers to support children when they start primary school.
- Children have fewer opportunities to be independent. Staff do not teach children the skills they need to become increasingly independent in managing their personal care needs.
- Children enjoy cuddles and plenty of praise from staff. They provide warm interactions with children, and enjoy being in each other's company. Children are confident. They welcome visitors and tell them their names. Children share the classroom rules with visitors, such as using 'walking feet' when indoors.
- The manager is aware of children that are more vulnerable and how to specifically support them. For example, additional funding is used to provide resources outside for children who do not have a garden.
- Children visit the local park and sensory garden where they enjoy making dens. They recently had a visit from fire officers with the fire truck, to learn about different job roles and how some people can help others in the community.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. They attend regular safeguarding training to keep their knowledge up to date. Staff know the signs and symptoms of abuse and how to report any concerns. Staff are aware of the whistle-blowing procedure if they were to have concerns about their colleagues. The management team reviews children's accidents and attendance to see if there are any emerging patterns that may be a cause for concern. Staff know wider safeguarding concerns and their signs and symptoms, including female genital mutilation, extremism, county lines and domestic abuse. Children are taught how to stay safe online.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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focus professional development plans on improving staff's teaching skills which help them to support children in building on what they already know and can do	13/02/2023
support staff to gain the knowledge of how to model positive behaviour and help children to understand the behaviour expectations.	13/02/2023

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

- improve the monitoring of staff practice, to develop their skills in offering all children consistently good-quality experiences that extend their learning
- help staff to develop their practice in offering children more opportunities to become independent in preparation for the next stage in their learning.

Setting details

Unique reference number	2614010
Local authority	Southend-on-Sea
Inspection number	10263609
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	15
Name of registered person	Kids Kingdom Southend Limited
Registered person unique reference number	2614011
Telephone number	07727088275
Date of previous inspection	Not applicable

Information about this early years setting

Kids Kingdom Daycare registered in 2020. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 7pm.

Information about this inspection

Inspector

Stef Montgomery

Inspection activities

- This was the first routine inspection the day care 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.
- The manager and inspector completed a learning walk together to discuss the areas of learning, their curriculum and what they want children to learn, both inside and outside.
- The inspector carried out a joint observation of a group activity with the manager.
- Children spoke to the inspector about what they are doing at the nursery.
- The inspector spoke to parents to take account of their views of the nursery.
- The inspector looked at relevant documentation, including first-aid certificates and Disclosure and Barring Service numbers of staff members.

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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