

# Inspection of Kids & Co Day Nursery

41 Westcombe Park Road, Blackheath, London SE3 7RE

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Inspection date: 17 January 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children arrive happy and confidently leave parents at the door. Staff provide a warm welcome, which helps children feel safe and secure. Children quickly settle with their chosen activity. Young children demonstrate secure attachments. For example, babies freely go to staff for cuddles and reassurance when they need it. Children receive lots of praise and encouragement, which supports their emotional well-being. However, on occasion, staff do things for children that they could do for themselves. All children, including those who receive funding, make good progress in their learning. Staff have high expectations for all children's behaviour. For instance, older children talk about how to carefully manage the sharp knives when they are cutting their vegetables. Young children are eager to help sweep up the sand when it spills.

Children develop their physical skills. They have access to a wide range of resources and activities, inside and outside. For instance, young children enjoy playing on the terrace. They delight in watching and listening to aeroplanes fly overhead in the sky. Staff encourage children to explore mathematical concepts as they play with foam. They use words such as 'tall' and 'circle'. However, not all children are helped to learn as much as they could.

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

- The manager has an ambitious curriculum and knows what she wants children to achieve. However, during some activities, staff are not clear on the learning intentions. Furthermore, at times, staff do not consider how to challenge children to the highest level so that they make exceptional progress. For example, staff do not make the most of opportunities to extend children's vocabulary and literacy skills during adult-led activities.
- Parents speak highly of the setting. They appreciate the regular updates and support to help children's learning at home. Staff observe children and follow their interests to help plan their next steps. They share information about children's development when children transition to another room or school. However, the manager does not spend enough time monitoring teaching and practice. As a result, some records to support children's progress are not consistent or accurate. In addition, the manager does not ensure that all accidents and incidents and any action taken are recorded.
- The manager makes some changes to the induction process in line with safer recruitment. However, systems in place do not ensure that staff have access and a good understanding of the policies and procedures, including the whistle-blowing policy. Consequently, monitoring of all staff is not sustained well enough.
- Staff comment that they feel supported by managers. Although the manager

attends forums, senior leaders and managers do not have a strategy in place to evaluate leadership. For instance, the manager does not keep her training up to date, such as designated safeguarding lead training. This would help to ensure that leaders have effective systems in place and that practice across the setting continues to improve over time.

- From a young age, staff encourage language. For instance, babies join in with songs and rhymes as they play instruments. Children are encouraged to actively listen to staff and their friends. They behave well as they patiently share and take turns using different tools. Children enjoy lots of opportunities to share their prior learning. For instance, children confidently say the Spanish words for red, green and yellow when they name the colours of the peppers. As a result, all children make good progress in their speech development. They make good progress from their starting points. Children are developing their understanding of the wider world.
- Children are supported to discuss their feelings. For example, young children are eager to describe the feelings expressed on the 'feelings cube'. They confidently explain why someone might have a 'shocked' face if they saw a lion. They talk about feelings, such as 'happy' and 'sad'. Children are developing an understanding of emotions.
- Staff encourage children to eat healthy snacks and meals. Children develop a good understanding of what makes them healthy. Toddlers enjoy brushing the dirt off the pretend teeth with toothbrushes. However, although systems are in place, staff do not give toddlers the opportunity to serve their own meals. This would help build on their confidence and independence skills.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of the possible signs and indicators that may suggest that a child is at risk of harm. This includes those who may be at potential risk of radicalisation. Staff know what procedures to follow if they have concerns. The manager makes sure that safer recruitment checks are conducted to ensure the ongoing suitability of staff working with children. The setting is secure, and the children are well supervised. Risk assessments are in place to ensure that all areas of the garden and forest school are secure. This helps to keep children safe.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>

improve monitoring to ensure that assessments and systems in place to support children's progress are securely implemented in practice	24/02/2023
ensure that managers and staff follow procedures for keeping records, including accidents and incidents	24/02/2023
revise and update the induction procedures, and further develop and monitor staff's understanding during the induction process, ensuring that policies and procedures are shared with staff, including the whistle-blowing policy	24/02/2023
ensure that the knowledge and training of leaders and managers is kept up to date, including designated safeguarding lead training.	24/02/2023

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

- enhance further staff's understanding of the curriculum, to provide further challenge to the most able children and sharply focus on the identified learning intentions for each child
- extend opportunities for children, to consistently build on their independence skills further.

## Setting details

<b>Unique reference number</b>	509604
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10270209
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Kids & Co Day Nursery Partnership
<b>Registered person unique reference number</b>	RP910324
<b>Telephone number</b>	020 8858 6222
<b>Date of previous inspection</b>	9 August 2017

## Information about this early years setting

Kids & Co Day Nursery is privately owned and registered in 1990. It is located in Blackheath, in the London Borough of Greenwich. The nursery provides funded early education for three- and four-year-old children. The nursery is open five days a week, from 8am to 6pm. It closes for one week at Christmas and on all bank holidays. The provider currently employs 23 members of staff. Of these, two staff hold a level 4 qualification, 12 staff hold appropriate childcare qualifications at level 3 and 10 hold qualifications at level 2.

## Information about this inspection

### Inspector

Angela Colman

## 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 that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of staff suitability.
- The manager and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- Staff and children spoke to the inspector and gave their views on the setting.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact of this on children's learning.

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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