

# Inspection of Kiddicare Nursery Limited

28 Love Lane, Pinner HA5 3EX

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Inspection date: 11 January 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision is inadequate**

The breaches in the safeguarding and welfare requirements of the early years foundation stage (EYFS) have a significant impact on the learning, safety and well-being of the children. The quality of education is variable. The provider, who is also the manager, does not ensure all staff provide a consistently good quality of teaching. For example, some staff skilfully engage with babies and teach them new words, such as the names of animals and sounds they make. However, other staff sit babies at the table for too long so they become disengaged and not interested. In addition, staff in the baby room do not assess risks effectively, particularly when new children start, as they do not yet know them well. As a result, children put small objects from activities in their mouth, which is a choking hazard and puts their health and safety at risk.

Children are generally happy and enjoy activities that staff provide for them. However, the quality of learning activities and interactions from staff is inconsistent. For example, during some group activities with older children, staff do not pay attention to all children to help them to learn and extend their language. Some staff do not interact effectively with children. Nevertheless, staff are kind, build warm relationships with children and manage their behaviour appropriately. Babies seek reassurance and comfort from staff when they become tired or upset. The provider ensures that children receive healthy and nutritious meals and go outside every day to support their health.

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

- The provider does not meet the statutory requirements of the EYFS and does not have an adequate oversight of the quality and standards at the setting. The provider fails to identify and address breaches in the requirements and weaknesses in staff's performance. This means their supervision meetings are not effective, as some staff do not understand their roles and responsibilities and provide a weak quality of teaching.
- Some staff do not have a good knowledge and understanding of the EYFS and stages of children's development. They do not understand how to implement an effective curriculum to help children develop rapidly in all areas of learning. For example, the baby room is currently set up as a sensory room, which is used occasionally. Therefore, babies are located in a small, overcrowded area in the toddler room that does not provide enough space to help them develop physical skills and move around freely.
- The key-person system is not fully effective. Although all children have an allocated key person, not all parents are aware of their child's key person. This means it is not communicated to parents effectively, and the key person does not build strong relationships with the family. In addition, although staff know

their key children, they do not plan effectively to meet their individual learning needs. For example, staff do not ensure that children who speak English as an additional language have regular opportunities to use and develop their home language in play and learning. They do not help parents to understand the importance of this in supporting children's language at home.

- Some staff do not have a good knowledge and understanding of children's development and do not provide an ambitious enough curriculum as they do not know why they plan what they do with children. As a result, where there are gaps in children's development, staff do not tailor their learning to meet their individual needs, which limits children's progress in all areas of their development.
- Overall, staff support older children to develop their communication skills. Children have a 'story of the week' and listen to the story all week to ensure they can remember new words and understand the story. They also complete linked activities to bring those stories to life. For example, children enjoy exploring water, teabags and herbs when talking about 'The Tiger Who Came to Tea'.
- Parents report that they receive regular information about their children's day in the setting. However, not all of them are aware of their children's key persons and who is responsible for the planning of their next steps.
- Staff teach children to use their manners and how to be independent. For example, older children have access to a self-serving area with water and milk all day long. They also independently spread butter on crackers at snack time. This helps children to gain some skills needed for their eventual move to school. The setting received a silver award from Healthy Early Years London for promoting healthy eating and healthy lifestyles for the children and their families.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not have effective recruitment systems to ensure thorough vetting procedures are applied for all staff. Some staff, including the designated safeguarding lead, do not know the correct procedure to follow if an allegation is raised against staff. In addition, some staff do not know their responsibilities under the 'Prevent' duty and how to identify that a child might be at risk of radicalisation. This puts children's well-being at risk. Nevertheless, the provider ensures that staff attend various training available to help staff improve.

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

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

	<b>Due date</b>
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ensure all staff, including the designated safeguarding lead, are able to identify and follow required child protection procedures when an allegation is raised	17/02/2023
improve the recruitment procedures to ensure they include thorough vetting processes for all staff	17/02/2023
ensure all staff have a secure understanding of signs that may indicate a child might be at risk of radicalisation or extreme views	17/02/2023
improve the supervision system to ensure that all staff have clear knowledge and understanding of their roles and responsibilities and the nursery's policies and procedures, and that they provide a good quality of teaching	17/02/2023
improve the key-person system to ensure that all parents are aware of their child's key person, who helps to build close relationships with the parents	17/02/2023
ensure staff are able to identify and assess risks effectively and take steps to ensure children in their care are not exposed to such risks	17/02/2023
improve staff's knowledge and understanding of the EYFS so they can provide a consistently good quality of teaching and implement an ambitious curriculum effectively to help children achieve their best potential	17/02/2023
provide opportunities for children who speak English as an additional language to develop and use their home language in their play and learning.	17/02/2023

## Setting details

<b>Unique reference number</b>	2616869
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10262751
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	30
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Kiddicare Nursery Limited
<b>Registered person unique reference number</b>	2616870
<b>Telephone number</b>	07825496773
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kiddicare Nursery Limited registered in 2021. It is located in the London Borough of Harrow. The nursery opens Monday to Friday, from 8am until 6pm, all year round, apart from bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years. The provider employs nine members of staff, six of whom hold relevant childcare qualifications at level 2 or above.

## Information about this inspection

### Inspector

Nataliia Moroz

### 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 inspector observed the quality of education, indoors and outdoors, and assessed the impact on children's learning.
- The manager carried out two joint observations with the inspector.
- The inspector had discussions with parents and children.
- The inspector sampled required documents.

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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