

# Inspection of Witty Kiddies Strood

130 Brompton Lane, Rochester ME2 3BA

---

Inspection date: 23 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children confidently come into nursery, happy to leave their parents and carers to join their peers for breakfast. They enjoy spending time exploring outdoors. For example, they make 'cakes' and dig for treasure with shovels. Children ride cars down a grassy ramp and squeal with delight as they zoom down the hill. They use their gross motor skills and persevere to push the car back up to start again. This means that children get fresh air and are physically active each day.

Staff create a sequenced curriculum that is appropriate for each stage of development. This builds on what children know and can do. For example, while babies play with jelly, toddlers manipulate play dough with utensils. Pre-school children cut paper and roll it into balls to make pictures of blossoming trees. These activities develop and strengthen children's fine motor skills in preparation for early writing. Children use their imagination with the resources available. They say that cotton wool balls are clouds and pieces of string are rain. They use new words that they have learned in their play.

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

- Staff support younger children well. For example, they use Makaton and talk to children, providing a narrative as they play. As children push balls through holes, staff encourage them to tap with a hammer. They name the balls' colours and praise children's efforts. This supports children's emerging communication and language skills.
- The manager ensures that the food provided is healthy and mealtimes are a social event. Most children serve their own food and clear away their plates. However, at times, staff intervene too quickly and do things for children, such as washing their hands for them. This does not encourage children to be independent and do things for themselves.
- Children celebrate their uniqueness and learn about that of others. For example, during Holi, staff come to nursery in traditional dress. Different nationalities are well represented through the choice of resources staff provide throughout the nursery. This helps children learn about different cultures, preparing them for life in modern Britain.
- When children start, staff find out what they like and use this information to help them settle swiftly. For example, staff create a dressing-up area and imaginary health centre, which children have expressed an interest in. This provides a familiar place for children to play, where they can begin to make friends with others.
- Staff share information with parents each day, including face to face and online. Parents feed back that they like to receive information, such as termly reports, which details the progress their children are making. They also appreciate

communication, such as newsletters, which provides information about themes and activities that staff plan for their children. This helps build close partnerships with parents.

- Children's behaviour is generally good. Staff use a range of strategies for children who need more support. For example, they use a sand timer during transitions. Staff share techniques with parents and carers. This provides consistency for children who need help to regulate their emotions.
- Children have access to a stimulating environment to focus on their play. However, at times, daily routines interrupt learning for older children. For example, children absorbed in play outdoors are frustrated when they have to stop and come inside for snack. As a result, children are not consistently able to engage deeply in their play, with sustained concentration.
- Managers support staff well. For example, all staff have supervisions to discuss their professional development needs. Staff report that they are happy. In response to feedback, the manager has introduced strategies such as a 'well-being basket' and books in the staff room to enable staff to relax during breaks. This supports their well-being.
- Staff know children well. For instance, they follow a key-person and buddy system, which helps them to develop secure attachments with children. Children seek out staff for a cuddle when they need reassurance. This supports their emotional well-being and feeling of security.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. All staff have undertaken safeguarding training and know the signs and symptoms of abuse. Several staff have designated safeguarding lead responsibilities. This means that staff feel well supported, as there is always someone to talk to regarding any concerns. Risk assessments are in place to ensure that the building and outdoor area are safe for children to play. Children help to tidy up. The manager follows safe recruitment and induction procedures to ensure that all staff are suitable to work with children.

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

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

- support staff to help them understand how to promote children's independence and self-help skills more effectively
- review the structure and routines of the day to ensure that children's learning is not interrupted.

## Setting details

<b>Unique reference number</b>	2659572
<b>Local authority</b>	Medway
<b>Inspection number</b>	10279434
<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>	55
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Witty Kiddies Nurseries Ltd
<b>Registered person unique reference number</b>	RP901013
<b>Telephone number</b>	01634 791323
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Witty Kiddies Strood registered in 2021 and is located in Strood, Kent. It operates for five days a week, 50 weeks of the year, from 7.30am to 6.30pm. There are 10 staff working with the children. Of these, eight have appropriate childcare qualifications at level 2 or above. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jennie Winchcombe

## 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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation during story time.
- Parents and carers shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023