

Inspection of Kinderversity Otford

Otford Church Hall, High Street, Otford, Sevenoaks TN14 5PQ

Inspection date: 14 April 2023

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children and their families are greeted with big bright smiles by warm and enthusiastic staff who welcome them in. Children know the routines well. They settle quickly to join in with the activities set up. They show interest and are eager to explore the play dough when it is set up by staff. They enjoy using the different tools to make animals. Staff, in the main, talk to children and show genuine interest in what they say and do. Children benefit from joining in with spontaneous songs and rhymes, which they clearly enjoy. Staff ensure that children are safe, having made a range of improvements in the environment.

Children happily play with their friends. They are excited and eager to be the wolf when building houses for the three little pigs with staff. However, not all staff know how to successfully extend children's thinking and learning. This impacts on the progress children make and their engagement in learning. Overall, staff have appropriate expectations for children. They plan activities that they know children will be interested in. Children enjoy making shadows with flour and objects. They proudly share their artwork with staff, who respond positively to them. However, there are times when staff do not recognise opportunities that could be utilised to support children's understanding and skills further. Therefore, children do not consistently make the progress of which they are capable.

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

- Older children are encouraged to do some things for themselves. They proudly show how they put their own coats on. However, there are times when staff complete tasks for children that they can do for themselves, such as sharing out snacks, writing their names and wiping their noses. This has an impact on children's independence and self-care skills and how well they are prepared for the future.
- Leaders and managers are reflective of the journey they are on and the challenges they face. They are passionate about providing quality care and education. They have plans to improve staff recruitment and training and further plans to support staff. However, these plans are yet to have an impact on the quality of practice and provision.
- Leaders and managers work well together. They encourage staff to work with other colleagues across the organisation, for example, to support their understanding of children with special educational needs and/or disabilities. They report that this has worked well. They have employed a chef to provide healthy and nutritious meals for children to help reduce staff's workload.
- Children enjoy exploring in the bright and colourful environment. They are happy exploring outside and working together building towers and dressing up. However, staff do not always have an understanding of what they want children

to learn from activities or how these can support their next steps. Children have fun taking part, but this affects their progress and, on occasion, children are not engaged in purposeful learning.

- More experienced staff model words such as 'delicious' when talking about pancakes children have made with the play dough. However, other staff are inconsistent in extending children's language skills. The arrangements for staff deployment mean that the youngest children do not consistently benefit from the support of the most skilled staff. Staff do not all know how to extend, challenge and support the youngest children to help them achieve to the best of their ability.
- Parents report that their children are happy at the setting. They say staff are kind and caring. They talk of the positive induction they had. They enjoy the community events planned for them, such as planting seeds with their children. They say that communication is helpful, and they appreciate the verbal feedback that they get daily.
- Staff can talk about their children and explain what they are interested in and like doing. They monitor children's progress. However, staff are not always aware of important information about children's needs, such as languages they speak at home, to ensure that they can support them effectively.
- Children play well together. They quickly get ready when it is time to go outside. Staff praise and encourage them. Leaders and managers are good role models, and this supports other less experienced staff to understand how to manage children's behaviour. This support is having a positive impact. Staff report that they enjoy working at the setting and being with the children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have secure systems in place for the recording of concerns. They actively engage with other agencies to ensure that children and families receive the help they need. Staff know how to identify signs and symptoms of abuse. They know the processes to follow if they have concerns about a colleague. Checks and risk assessments are in place. New equipment has been purchased, such as stairgates and locks, to ensure children can play safely inside and outside. Leaders and managers have effective processes in place for recruitment of staff and to check ongoing suitability.

What does the setting need to do to improve?

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

- ensure that all children are given consistent opportunities to do things for themselves, to support their independence
- match activities more precisely to children's next steps and improve staff's

understanding of what they want children to learn from activities, to better support individual progress

- ensure that all staff have a secure understanding of children's background and needs, so that they can effectively support them in their learning and development
- provide further training and professional development opportunities for staff, to focus on staff's knowledge, skills and understanding to support the needs of the youngest children.

Setting details

Unique reference number	2594709
Local authority	Kent
Inspection number	10244691
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	1 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Kinderversity Limited
Registered person unique reference number	RP910114
Telephone number	07768 992193
Date of previous inspection	18 May 2022

Information about this early years setting

Kinderversity Otford registered in 2020. It is located in Otford, Kent. The nursery is open from 8am to 6pm, Monday to Friday throughout the year. There are seven members of staff who work at the nursery, of whom, five hold relevant qualifications at level 3 and above. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Salisbury

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and deputy 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 talked to staff during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about 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.
- Parents shared their views of the setting with the inspector.
- 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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