

# Inspection of kGems Day Nursery

Valentines Park, Cranbrook Road, Ilford IG1 4UA

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Inspection date: 4 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children demonstrate they are happy at this nursery. They portray a sense of belonging. Staff provide a nurturing environment, which helps babies and children move smoothly into the nursery from home and encourages them to form warm relationships with familiar adults and peers.

Leaders and staff take advantage of the nursery's unique outdoor space and utilise it to offer a range of learning experiences for children. Children absorb themselves as they play and explore with confidence in the natural surroundings. For example, they excitedly uncover areas to hunt for bugs and proudly create flower gardens. Staff provide a good selection of resources indoors and organise the environment well overall. This helps babies and children to move around independently and access play that interests them.

Adults are positive role models. They listen to children attentively and accommodate their interests. This teaches children to respect each other and acquire lifelong social skills. Children happily share, take turns and play cooperatively together. They behave well.

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

- Staff know what they want children to learn. They provide a curriculum based on child-initiated and adult-led experiences. They provide a good variety of interesting activities, which children are eager to explore. Children are enthusiastic, keen to take part in the day's events and are motivated to learn, helping them to make progress.
- Children play at their own pace, and staff do not rush them to move on to the next part of the routine. They provide a calm learning environment, which helps children to remain deeply engaged in their learning.
- Children engage in learning opportunities through real-life experiences. For example, they help to grow herbs and plants in the garden and use real fruits and vegetables to cook their imaginary meals.
- Children gain good independence skills. Staff work in partnership with parents to help babies wean off the dummy and bottles. Toddlers learn to use the toilet independently. Children learn to hang up their own bag and coat and use cutlery to feed themselves.
- Children benefit from routine story times, which supports their reading skills. They get to re-enact their favourites, such as 'We're Going on a Bear Hunt', which embeds their learning. However, children have little opportunity to physically handle books, to develop a further love of reading and extend their early literacy skills.
- Staff create an inclusive environment, in which children's individuality is valued

well. Children learn about cultural festivals and national events, such as the coronation of the king. This helps children to have regard for others and value their wider, diverse community.

- Parents are very complimentary about the nursery. They feel well informed about their children's learning through the nursery's digital app and are happy with their children's progress.
- Staff feel well supported by managers and are happy in their roles. They have access to training to extend their knowledge. Staff access support from the local authority. They work in partnership to develop the quality of provision at the nursery and to meet the specific needs of children with special educational needs and/or disabilities (SEND).
- Overall, staff promote children's communication and language development well. Staff babble with babies, and older children enjoy stories. However, staff miss opportunities to engage with children in meaningful conversations, particularly during snack and mealtimes, to extend their communication skills even further.
- Staff are vigilant when children move between the indoor and outdoor environments and deploy themselves effectively. This ensures they are on hand to support children as they play together and teach them to risk assess. For example, they explain to children why some plants are safe to touch, as they are 'smooth and soft', while others are not because they are 'sharp and spiky'.
- Staff support children well to develop strong physical skills. Children display agility as they run, jump and ride tricycles around the garden.

## Safeguarding

The arrangements for safeguarding are effective.

Staff provide a safe and secure environment for children to play and explore. They have a strong understanding of how to identify signs that a child may be at risk of abuse or harm and know how to report their concerns to the appropriate authorities. Staff receive regular training and demonstrate they are confident in their roles and responsibilities to keep children safe. Staff are aware of aspects of safeguarding, such as children or adults displaying extreme views and ideology. They are alert to issues that children may be exposed to in the wider community, such as knife crime, drugs and online abuse.

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

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

- provide daily opportunities for children to handle books, to extend their early reading skills further
- provide more opportunities for children to take part in meaningful conversations with adults and peers, to extend and develop their communication skills.

## Setting details

<b>Unique reference number</b>	EY497332
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10285479
<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>	70
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Knowledgems Global Ltd
<b>Registered person unique reference number</b>	RP901787
<b>Telephone number</b>	020 3490 0670
<b>Date of previous inspection</b>	6 October 2017

## Information about this early years setting

kGems Day Nursery registered in 2016. The nursery is situated within Valentines Park, Ilford, in the London Borough of Redbridge. It operates Monday to Friday, from 8am to 6pm, for 51 weeks of the year. The provider receives funding for the provision of free early years education for children age two, three and four years. The provider employs 19 members of staff, the majority of whom hold relevant early years qualifications.

## Information about this inspection

### Inspector

Khadeeja Mehtar

## 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 activities in the playrooms and the outside learning environment, and she conducted a joint observation with one of the managers.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 inspector observed the interactions between staff and children.

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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