

Inspection of Kids Kingdom Nursery @ Pinchin St

Wapping Womens Centre, Philchurch Place, LONDON E1 1PG

Inspection date: 9 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are happy and settled. They form secure relationships with staff, who are extremely kind and caring. This supports children's emotional well-being and helps them to feel safe. Children show growing independence, hanging up their coats when they arrive and recognising their pictures on the registration board. Children receive lots of praise and encouragement from the passionate staff, who provide children with the time and space to try and do things for themselves.

Children's behaviour is good. The well-thought-out routine means that children understand what is going to happen throughout the day and what is expected of them. Children are confident and friendly. Younger children excitedly wave at the inspector when she arrives and offer her lots of smiles. Older children proudly show the inspector their drawings and chat to her when she comes to join them.

All children are supported extremely well, including children in receipt of additional funding and those with special educational needs and/or disabilities. Children demonstrate high levels of curiosity and motivation. For example, they enjoy using scoops to pour soil and seeds into pots. Children demonstrate their previous learning as they carefully count how many seeds they have. They explain how they need water to help the seeds grow. Children enjoy learning and exploring the natural world around them. They show immense joy at being outside. Children make 'pizza' in the mud kitchen and use their home-grown spinach to add to their recipes.

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

- The manager and staff implement a well-sequenced and ambitious curriculum, which builds on what children already know. Activities are based on children's interests and what they need to learn next. Staff also use the half-termly theme when planning activities and experiences. For example, children show a keen interest in growing after learning about the story of 'Jack and the Beanstalk'. Staff regularly assess what children can do and share this with parents.
- Parents speak extremely highly of the setting. They comment that staff have really taken the time to get to know each child and share in-depth and frequent updates. Parents feel that their children's confidence has increased dramatically since starting, and they comment on how happy their children are when they arrive. Parents are involved in their children's development through regular communication. They have opportunities to share information about their child outside of the nursery.
- The manager is passionate about creating an inclusive and welcoming environment for everyone. She is clear on the setting's strengths and areas for development. The manager has good processes in place to support staff to

deliver the curriculum and meet children's individual needs. This includes regular supervisions and monitoring. However, the manager does not consistently plan more individualised training for staff.

- Children are strong communicators, and staff provide all children with a language-rich environment. Children are confident to express their ideas and suggestions. For example, they enjoy sharing how they are feeling during circle time. Staff use visual aids to provide children who are still developing their language the same opportunities to make choices and express themselves. For example, during story time, children enjoy pointing to which book they would like to read when staff hold up different options.
- Children enjoy being physical in the well-thought-out and exciting outdoor area. They giggle with delight as they go down the slide. Children show strong balancing skills as they walk across planks. Younger children develop their growing physical development as they push small shopping trolleys around, carefully navigating the space around them. Older children show a strong understanding of the world around them. For example, they eagerly water the flowers and soil with water sprays. Children show a good understanding of taking turns. For instance, they use a sand timer to support them to each have a turn with the spray.
- Children actively learn about wider communities and develop their understanding of the world through books, group conversations and various celebrations. Parents comment that they appreciate how well staff teach children about the many different special events that happen during the year, such as Easter and Eid.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about how to keep children safe. They are confident in fulfilling their responsibilities, including reporting and escalating any concerns to the relevant outside agencies. The manager ensures that all staff receive regular training and updates about child protection and safeguarding issues. Staff make effective use of risk assessments to ensure that the premises are safe. The setting is secure, with a clear procedure for visitors, and staff complete regular fire drills. Vetting and recruitment processes are in place to ensure that all adults 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:

- strengthen staff training and coaching opportunities further to provide even more effective support to children.

Setting details

Unique reference number	EY491298
Local authority	Tower Hamlets
Inspection number	10285443
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	49
Name of registered person	Kids Kingdom Nursery Community Interest Company
Registered person unique reference number	RP534743
Telephone number	020 7702 0036
Date of previous inspection	5 October 2017

Information about this early years setting

Kids Kingdom Nursery @ Pinchin St registered in 2015. It is situated in Wapping, in the London Borough of Tower Hamlets. The setting is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. It employs seven members of staff. Of these, the manager holds early years professional status, four staff hold qualifications at level 3 and two staff hold qualifications at level 2. The setting receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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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