

Inspection of Kiddies Lounge Pre School Day Nursery

Rivergate Centre, Minter Road, BARKING, Essex IG11 0FJ

Inspection date:

16 May 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children receive a warm welcome from friendly staff, who then take them into the playrooms. Children receive support for their care needs. They have flexible settling-in procedures, which helps them to feel safe and secure. In addition, staff share the youngest children's care needs and daily routines with their parents.

Managers have high expectations for what they want children to learn. However, key persons do not always implement the aims of the learning programme. For instance, during a planned learning activity to explore emotions, they do not engage all children. This shows that staff do not fully understand the learning intentions around planned activities. The manager is identifying some relevant training for staff, to continue to improve the quality of education.

All children learn in a clean and spacious environment. The resources for toddlers and pre-school children are at their level, and they can access them. For instance, inside, they enjoy mark making and playing with train sets. Outdoors, other children play on a seesaw, use skittles and learn how water and sand feel. Children have opportunities to follow their interests.

Overall, children cooperate and play well together. Staff help them to learn to share as they play together. When pre-school children play in a small playhouse, they receive support to share the space with others. This supports children's behaviour.

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

- Staff identify children with special educational needs and/or disabilities (SEND). However, they do not consistently implement strategies to support children's learning and ensure that their needs are consistently met. For instance, during group times, some children who need extra support are not supported well enough. This does not support children's long-term educational outcomes.
- Staff help young children to express themselves creatively. In the baby room, staff provide them with a range of musical instruments. Babies learn how sounds change, and they develop their small- and large-muscle skills as they bang and tap the instruments. This helps the youngest children to be physically active inside.
- Staff do not provide sufficient opportunities for children to learn in all environments. The youngest children's positive attitudes towards their learning are not fully promoted. For instance, in the outdoor area, sand and water trays are too high for the youngest children to access. This means that the youngest children cannot fully engage, extend and be curious about their learning.
- Overall, staff build positive relationships with children and their parents.

However, there is a less effective key-person system for some children. This means that the role of the key person is not consistently supporting children's progress and development to the highest level.

- Parents comment that their children like to attend the setting. They appreciate the manager and staff, who are friendly and professional. However, parent partnership is not fully effective. At times, important communication is not relayed to parents. For instance, staff do not communicate new dates and times of cancelled meetings. This does not fully support children's routines and/or their learning.
- Staff in each room spend time engaging children in experiences, which helps children to develop an awareness of rhyme and reading. For instance, staff sing nursery rhymes with toddlers. This supports children's language and communication skills. In addition, staff have introduced a book lending library. Children like choosing books to take home to share. This is one way that the setting is supporting parents to extend their children's learning at home.
- Staff have put structures in place to improve children's behaviour at the setting. Children sing playfully about marching and not running in the corridor. They learn how to take turns as they carefully walk up and down stairs. This teaches children how to manage risks appropriately.
- Staff promote children's independence. They teach children how to carry out and manage some tasks for themselves. For instance, toddlers wash their hands with support from staff. Older, pre-school aged children regularly cut their own fruit. They also manage their own personal care. Staff supervise, praise and encourage children in this area. This helps children to continue to develop their independence skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and all staff demonstrate a good awareness of safeguarding practice. They understand the importance of recognising any cause for concern. Staff know how to report any concerns, including allegations against those working with children. They are trained to understand the provider's safeguarding policies and procedures. Managers have thorough recruitment and induction of staff and complete individual suitability assessments.

What does the setting need to do to improve?

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

	Due date
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ensure that effective arrangements are in place to support children with SEND to make consistently good progress in their learning.	06/06/2023
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To further improve the quality of the early years provision, the provider should:

- increase the opportunities for younger children to be more curious in their play and explore in all environments
- strengthen the role of the key person so that it is consistently effective in promoting children's progress and development to the highest level
- improve partnership working with parents to enable them to support their children's learning at home more effectively.

Setting details

Unique reference number	EY457989
Local authority	Barking and Dagenham
Inspection number	10286550
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	70
Number of children on roll	46
Name of registered person	Kiddies Lounge PreSchool Day Nursery Limited
Registered person unique reference number	RP532287
Telephone number	07939 156510
Date of previous inspection	12 January 2023

Information about this early years setting

Kiddies Lounge Pre School Day Nursery registered in 2013. The nursery is situated in the Rivergate Centre, in the London Borough of Barking and Dagenham. It employs 14 staff. Of these, 10 hold appropriate early years qualifications. The setting opens each weekday, from 7.30am to 6.30pm, all year round.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The educational adviser, the manager and the inspector completed a learning walk together.
- The manager, the educational advisor and the inspector carried out a joint observation to assess the quality of the education provided.
- A meeting was held with the educational adviser and the manager, to discuss their leadership and management of the setting.
- The inspector spoke with staff at convenient times during the inspection.
- Parents spoke to the inspector about their children's experiences at the setting.

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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