

Inspection of Kindred Mayflower

Mayflower High School, Stock Road, BILLERICAY, Essex CM12 0RT

Inspection date: 8 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The manager and her team are committed to providing children with quality care and education. Teaching is good, and all children, including those who require additional support, make good progress. Children demonstrate they are keen and eager learners. They arrive ready to learn and show curiosity to investigate the activities. They are greeted by happy and welcoming staff. Children have established close bonds with their key persons and leave their parents with ease. Babies demonstrate they are comfortable and feel safe in the child-friendly and familiar environment. Staff positively invite parents to contribute to their children's learning and use assessment well to plan around children's interests and what they need to learn next. The nursery principles underpin the broad curriculum, and there is a strong focus on speech and language development and emotional well-being.

Children demonstrate they are good communicators. They confidently engage visitors in conversation, asking lots of questions. They recall information they have previously learned and discuss with excitement the plants and flowers they grow in the nursery allotment. Staff provide running commentaries during activities, and children listen intently and follow simple instructions. Staff support children with positive encouragement to develop their independence. For example, there are 'nose wiping' stations with mirrors, tissues and bins to help them manage their own personal needs. Staff speak to children with respect. Staff explain to children what needs to happen and why, for example, when changing babies' nappies. Children understand staff's expectations and, overall, children's behaviour is good.

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

- Staff plan a broad curriculum that covers all areas of learning. There is a focus on children becoming 'confident communicators'. The nursery and planned activities are rich in language opportunities. Activities are inspiring and support individual children's needs.
- Partnership with parents is strong. Parents speak very positively about all aspects of care and learning their children receive. They state that the nursery is fully inclusive and their children's individual needs are met. Parents say that they feel welcome and involved in their children's learning. They comment on the good progress their children make, particularly, in their language development. They say that their children are excited and happy to attend.
- Children demonstrate a love of books, seeking books for reference to read alone or in group story time. New vocabulary is introduced to challenge their thinking, for example, staff explain about the 'habitat' in Africa when children choose books about animals. They have opportunities for singing, and they giggle when playing the 'hot potato' game, rolling a ball to one another as they sing along.

They show sustained concentration as they take part in the daily 'Boogie Beats' using rhythm sticks and listening to instructions. Resources for mark making are easily accessible throughout the nursery, and children are learning the skills they need in preparation for reading and writing and to transition to school.

- The manager is ambitious. She is passionate about her role and has high expectations for the staff and the children. The manager and the senior management team fully support the staff to pursue their own professional development. Training is positively encouraged. Appraisals, supervisions and daily communication mean the manager is aware of any issues. Staff comment that they are happy and feel valued and that their well-being is considered.
- Children enjoy time outdoors and learn to take managed risks safely. For example, they develop their physical skills and coordination as they follow the path on bicycles. They negotiate space well trying not to bump into their friends. They learn about weight and measurement by using pulleys and bucket weights, and they explain to visitors how these work. Children enjoy water play. They pour water and learn what sinks and floats. Babies enjoy fresh air and space in their own dedicated garden. Staff provide sensory experiences in the herb garden, and children enjoy using the balls. Staff are attentive and encourage the babies' speech by repeating simple words as they play.
- The session runs smoothly throughout the morning, and children are engrossed in their play. Staff ensure that babies' individual care needs and routines are met. Babies enjoy the activities that are provided and interactions they receive from the nurturing staff. However, the organisation of mealtimes means staff are sometimes busy with other tasks. Therefore, they are not able to focus on supporting the younger children and, particularly, babies for a smooth transition from play to mealtime and sleep time.

Safeguarding

The arrangements for safeguarding are effective.

A robust recruitment policy ensures that children are cared for by staff who understand their roles and responsibilities and are suitable to do so. All staff, including new members have a secure understanding of how to keep children safe. They are familiar with possible signs that may indicate a child is at risk. Safeguarding training is a priority to ensure that all staff are updated with current practice. They understand procedures to report any concerns regarding a child's well-being. The team also have a confident knowledge of wider aspects of child protection, such as the 'Prevent' duty and whistleblowing.

What does the setting need to do to improve?

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

- improve the organisation of meal and sleep times to ensure that all children are

fully engaged at these times.

Setting details

Unique reference number	EY358317
Local authority	Essex
Inspection number	10279990
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	0 to 4
Total number of places	101
Number of children on roll	190
Name of registered person	Kindred Education (Essex) Limited
Registered person unique reference number	RP908098
Telephone number	01277 633555
Date of previous inspection	8 August 2017

Information about this early years setting

Kindred Mayflower registered in 2019 and is situated in Billericay, Essex. The nursery employs 23 members of childcare staff. Of these, 16 hold early years qualifications between levels 2 to 6. The nursery opens Monday to Friday, all year round. Sessions are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Lynn Hartigan

Lynn Hughes

Inspection activities

- This was the first routine inspection the provider has 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 manager, the deputy manager and the inspectors completed a learning walk together and discussed the curriculum and what the team wants the children to learn.
- The inspectors 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 together.
- The inspectors spoke with staff and children at the inspection.
- Parents provided the inspectors with verbal and written feedback.
- The inspectors looked at relevant documentation and 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023