

Inspection of Kindred Bournemouth

9-11 Kinson Road, BOURNEMOUTH BH10 4AQ

Inspection date: 5 May 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not ensure that practices meet children's individual care and learning needs. Leaders, who are also the designated safeguarding leads (DSL), do not understand their role to help to keep children safe from harm. They do not ensure that appropriate records are maintained and that vital information is shared with relevant members of staff. Therefore, staff who work closely with these children are unable to monitor and protect their welfare effectively.

Although babies form secure bonds with their key person, who know how to best support and meet their care needs, this is not consistent throughout the nursery. Many staff caring for older children are unaware of who their key children are. Those who are aware, are unsure of what their children already know and what they need to learn next. Leaders do not ensure that staff deliver a well-targeted curriculum or interact with and supervise the children well enough. Many children are often left to wander disengaged. Others engage in repetitious play for extended periods of time, with no interaction from staff. Children are not sufficiently challenged to ensure that they are ready for their next stage of learning. Children with special educational needs and/or disabilities (SEND) are not well supported. Staff working with these children are unaware of their needs and do not engage them in meaningful experiences.

Leaders do not provide staff with the coaching and support that they need to deliver high-quality educational experiences for children. Many staff have not had an induction since they started at the nursery and, therefore, do not have a clear understanding of their roles and responsibilities. Staff do not consistently manage children's behaviour well, which leads to many children displaying unwanted behaviour.

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

- Leaders' lack of understanding of effective safeguarding puts children at risk. They do not promptly review information provided by staff about children's pre-existing injuries. Records relating to children who have been identified as being at risk of harm are not kept up to date. The DSL does not share significant safeguarding information about children with key staff. Therefore, staff who work closely with these children are unable to monitor and protect their welfare effectively.
- The key-person system is not effective across the nursery. While staff meet the needs of babies, and they are generally well supported, older children are not. Staff do not know which children they are responsible for and do not know enough about the children in their care. Staff do not engage children in meaningful experiences or initiate interactions that are appropriate to the

children's developmental level. For example, during a group activity, children explore herbs and say 'I have oregano with tomatoes'. Staff do not use this opportunity to extend children's conversations and learning. Although some parents say that they are aware of what their children are learning, many say that they do not know who their child's key person is.

- Leaders do not have a good understanding of the curriculum or how to implement this effectively. They are therefore unable to support staff to deliver it successfully. For example, many children repeatedly engage with play dough for long periods. Staff approach them but are unaware of how to best extend their learning because they lack an understanding of what children need to learn. As a result, children lack challenge and become bored.
- Leaders fail to provide induction and ongoing support for their staff and, therefore, staff lack the help they need to be successful. They do not have a sufficient understanding of how to fulfil their roles and responsibilities and deliver high-quality care and teaching for children.
- Leaders do not ensure that they deploy staff effectively to meet the needs of all children. Many are temporary staff members with limited experience. Staff do not interact with children, and many just stand and watch them. Qualified permanent staff members are expected to manage both the children and inexperienced staff, with little support from management. This results in a chaotic environment with a lack of structure and direction for children. Children do not receive the support required to help them to develop a positive attitude to learning.
- Staff do not implement effective strategies to support children with SEND. Staff often do not know the children well or know how to engage them in meaningful play. They simply follow children around the environment, and do not support their learning and work to close gaps in their development. During transition periods, children become distressed because staff do not help them to understand what is happening.
- Some children begin to build good relationships with their friends and staff. Babies enjoy a cuddle with familiar staff when they need reassurance. However, unwanted behaviour often goes unnoticed by staff or is not effectively dealt with. Staff ask children to 'stop' or 'shush', but do not make children aware of the consequences that their actions may have on others. This leads to many children displaying unwanted behaviour, disrupting the group, and putting themselves and others at risk. Children do not learn how to manage their behaviour successfully.

Safeguarding

The arrangements for safeguarding are not effective.

Processes to safeguard children are not effective and do not ensure that children can be protected from harm. The DSL does not monitor children who have been identified at risk closely enough or share relevant information when needed. They do not review completed paperwork in a timely manner. This means that they are not sufficiently alert to patterns that may suggest a child is at risk. Staff are aware

of the procedures to follow should they need to report a concern about a child. They know the outside agencies that they can contact if needed. Staff are aware of how to report concerns about staff conduct should they need to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that child protection records are maintained and that children who have been identified as being at risk are monitored more closely	12/05/2023
ensure that any specific safeguarding concerns are shared with relevant staff to help to keep children safe from harm	12/05/2023
implement an effective key-person system to ensure that children's care and learning are tailored to meet their individual needs	19/05/2023
ensure that staff are deployed effectively so that they can engage in quality interactions with children and supervise them appropriately	12/05/2023
implement the monitoring of staff practice and provide them with effective coaching and training to ensure that they engage children in meaningful play	19/05/2023
implement effective systems for staff induction to ensure that staff fully understand their roles and responsibilities in keeping children safe	19/05/2023
ensure that staff manage children's behaviour consistently and support children to learn the consequences of their actions on themselves and others	26/05/2023

ensure that all staff understand the needs of children with special educational needs and/or disabilities and how to support them effectively	19/05/2023
ensure that the manager and staff have a clear understanding of the curriculum, using information of what children know already, to provide them with targeted and challenging learning experiences that help them to make the best possible progress.	26/05/2023

Setting details

Unique reference number	EY463516
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10287721
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	165
Name of registered person	Kindred Education (Bournemouth) LLP
Registered person unique reference number	RP900953
Telephone number	01202522354
Date of previous inspection	5 July 2021

Information about this early years setting

Kindred Bournemouth registered in 2013 and is part of a chain of nurseries. It operates from dedicated premises in Wallisdown, Bournemouth. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round, excluding public holidays. The nursery receives funding to provide free nursery education for children aged two, three and four years. The nursery employs a team of 22 staff, made up of permanent and bank staff, who work with the children. Of these, 12 hold appropriate childcare qualifications from levels 2 to 3.

Information about this inspection

Inspectors

Sarah-Louise Clements
Lisa Large

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspectors about how they support children with special educational needs and/or disabilities.
- 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 inspectors carried out joint observations of a group activity with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors 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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