

# Inspection of Kinderversity Pembury

St Anselm Hall, Lower Green Road, Pembury, Kent TN2 4DZ

---

Inspection date: 30 August 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

Staff meet children's care needs well but are less effective in supporting their learning and development. Babies and young children benefit from cosy, safe spaces to play since the reorganisation after the last inspection. Older children create colourful pictures, selecting from accessible resources in the inviting arts and crafts area. However, children do not consistently make good progress in their learning. Staff are not confident in their delivery of the curriculum. Some activities are too simple, while others are too challenging and do not meet the needs of all children successfully. Despite this, children are cared for by kind staff who provide good support for their emotional well-being.

Children's behaviour is suitably supported. Staff help children to share toys and take turns. Older children show kindness as they willingly help younger children when they need support. However, staff are not consistent in teaching children to follow the group rules, such as taking responsibility for tidying up the toys.

Older children sustain their concentration well in their favourite activities. However, as these are familiar to them, they provide a limited challenge. Overall, children do not benefit from well-planned learning experiences that support them to become enthusiastic and independent learners. Children are not supported to gain the confidence to persevere with tasks and give up easily.

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

- The provider has some oversight of the improvements made since the last inspection. Changes to staffing arrangements ensure that there are sufficient staff to meet children's care needs. Revisions to the premises ensure that they are safe and suitable. However, the provider does not robustly monitor the quality of care across the staff team, including how staff plan and support children's learning. The implementation of the curriculum is not consistent, and some staff are not skilled in their teaching practice. As a result, the quality of education is variable. Children do not make the progress they are capable of.
- Despite weaknesses in oversight, staff report favourably on their working arrangements and the support they receive. The manager continues to work with the local authority to make improvements and is developing in her leadership role. Staff have some opportunities to access training online and work towards recognised qualifications. However, overall, the provider is not checking whether staff apply their learning successfully so that the quality of education improves more rapidly.
- Support for children's communication and language is varied. Children enjoy listening to stories and show good recall of popular songs. Older children express their thoughts and ideas well, such as by standing in front of their

friends and singing a song confidently. However, staff do not focus their support precisely enough on helping babies and younger children develop their communication skills. Progress for younger children is much slower, and they are in danger of falling behind in their learning.

- Children benefit from a good level of care provided by familiar staff who know their needs well. Staff have identified the promotion of children's independence as a focus but are not fully successful in achieving this. Children show developing levels of independence as they tidy away plates after mealtimes and wipe down the tables. However, they do not receive consistent encouragement to independently attempt tasks that they are capable of, as staff step in and do these for them. Children learn about hygiene routines and show good levels of responsibility for self-care tasks, such as handwashing before eating.
- Staff promote children's good health and physical development well. Children enjoy healthy, balanced meals that reflect their dietary needs. They enjoy daily outdoor play and skilfully climb to the top of the climbing wall, showing good attention to managing risks safely. Babies and young children sleep according to routines, with plentiful cuddles given to tired children to help them settle. All children benefit from trips into the community, where they visit places of interest.
- Staff form friendly relationships with parents. They exchange good amounts of information that supports children's health and well-being. Parents state they are happy with the care provided. They commend staff for providing events, such as a recent graduation ceremony, and keeping them informed of their child's day.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular safeguarding training. They understand how and when to identify a concern about a child or the behaviour of another adult. The manager implements a suitable risk assessment for the effective deployment of staff in the garden. Staff supervise children well, particularly at mealtimes. The required staff-to-child ratios are maintained. The premises, including food preparation areas, are clean. The provider has completed appropriate vetting procedures for staff.

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

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

	<b>Due date</b>
implement a curriculum that is ambitious, well sequenced and has a clear intent for what children will learn	30/11/2023

improve teaching practice to ensure that children of all ages receive consistent, high-quality interactions, with particular regard to supporting their communication and language skills and developing high levels of confidence.	30/11/2023
---	------------

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

- strengthen oversight of the quality of the provision, in order that priorities for improvement are robustly identified and swiftly acted on.

## Setting details

<b>Unique reference number</b>	2588594
<b>Local authority</b>	Kent
<b>Inspection number</b>	10287244
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Kinderversity Limited
<b>Registered person unique reference number</b>	RP910114
<b>Telephone number</b>	07752 625580
<b>Date of previous inspection</b>	21 March 2023

## Information about this early years setting

Kinderversity Pembury registered in 2020. It is open each weekday from 7.30 am to 6pm, for 51 weeks of the year. The setting receives funding to provide free early years education for children aged two, three and four years. The setting employs four members of staff. Of these, two hold appropriate early years qualifications at level 3.

## Information about this inspection

### Inspector

Melissa Cox

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager of activities provided in the garden.
- Parents shared their views of the setting with the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023