

Inspection of Kiddiecare Nursery

Hayes & Harlington Conservative Association, 141 Church Road, HAYES, Middlesex
UB3 2LE

Inspection date: 21 July 2023

Overall effectiveness	Inadequate
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

Children arrive at the setting happy; however, this is not always supported by staff. For instance, some staff show a lack of enthusiasm when engaging with children. This means that children do not always develop a positive attitude to learning and do not always behave well. Some staff do engage well with children. However, this is not consistent throughout the setting. The setting ensures that adult to child ratios are maintained.

Leaders do not have suitable knowledge or understanding to ensure children are kept safe at all times. Leaders do not understand the processes to take if an allegation is made against a member of staff. Therefore, this comprises children's safety. The setting's policy which has been put in place for safeguarding purposes is not always followed by staff.

Children engage well within activities, which include rolling play dough, building with plastic interlocking bricks, kicking balls and using plastic toy hoops to make bubbles. They show enjoyment when playing in the garden and have opportunities to develop their physical skills. However, the curriculum provided is not ambitious for all children and, therefore, children are not challenged within their development. Staff do reinforce the nursery's rules; however, this is not done in a developmentally appropriate way for all children. Therefore, children do not always behave well.

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

- Children have opportunities to develop their physical skills. They access a range of physical activities in the garden. Children enjoy spending time making sandcastles and playing with balls.
- Some staff engage with children. For example, staff laugh with children as they use their hands to roll play dough. However, these interactions are not consistent. Some staff lack enthusiasm when engaging with children. This means that children are not consistently provided with positive learning experiences.
- Staff do not adapt the strategies used to support all children to develop their communication and understanding skills. For example, strategies that have been identified to support children with English as an additional language are not used. This means that these children do not make good progress in their communication development and do not develop their understanding.
- The curriculum is not challenging or ambitious for all children. Activities are not adapted to meet all children's needs and are not extended to ensure that all children are challenged and learn new skills. For example, children are not given opportunities to develop their mathematical understanding. Children who are confident with numbers are not given opportunities to develop their existing

knowledge. This means that children are not provided with the opportunities to develop and learn new skills.

- Staff do not set consistent boundaries that are developmentally appropriate for children. For example, children who have been identified as needing support with understanding are not supported with the strategies that have been identified for them. Therefore, children are not supported to learn and understand what is expected of them and, as a result, children do not always behave well.
- Leaders do not review and evaluate the setting effectively and, consequently, improvements are not made to support the setting to develop.
- Leaders are not able to identify children who need additional support with their learning. Leaders are unclear on the children's needs and, due to this, children are not given the support that they need to help them within their development. Leaders are not clear on the progress that children make or the strategies that children need to enable them to develop to their full potential. As a result, children are not making good progress.
- Leaders do not have a secure knowledge to support children with special educational needs and/or disabilities (SEND). Relevant information about children is not known, and children's targets are not reviewed or adapted to support children within the setting. Strategies identified for children are not used consistently by staff. This means that children are at risk of falling behind in their learning. Leaders and staff do not have high expectations for all children and, therefore, children do not make good progress across the seven areas of learning.
- Children have some opportunities to talk about themselves and their home lives. However, some staff interact with children using direct questioning. As a result, children do not always get the opportunity to extend and expand on conversations about their personal experiences.
- Parents express positive views of the setting and are happy with the information that they receive regarding children's development.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not have a secure knowledge of safeguarding. They do not understand the correct processes to follow if an allegation is made against a member of staff. Leaders are not able to identify safeguarding concerns, which means the correct reporting systems are not followed. Leaders do not ensure that the setting's policies and procedures are consistently followed, and they show a lack of understanding of policies. Therefore, children are not always kept safe. Staff all hold DBS certificates and paediatric first-aid qualifications.

What does the setting need to do to improve?

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

	Due date
ensure that interactions between staff and children are of a consistently high standard	21/09/2023
improve staff's knowledge to enable them to implement strategies identified to support children	21/09/2023
improve leaders' knowledge to be able to identify and support children with SEND within the setting	21/09/2023
ensure that the curriculum is ambitious to enable all children to make good progress	21/09/2023
improve leaders' and staff's knowledge of safeguarding processes and procedures to enable them to identify safeguarding concerns and report these concerns to agencies at the correct stage.	21/09/2023

Setting details

Unique reference number	EY421714
Local authority	Hillingdon
Inspection number	10301126
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	46
Number of children on roll	88
Name of registered person	Kiddiecare Nurseries Ltd
Registered person unique reference number	RP905537
Telephone number	020 8813 6000
Date of previous inspection	12 January 2018

Information about this early years setting

Kiddiecare Nursery registered in 2011. The nursery is open on Monday to Friday from 8am to 6pm, term time only. There are seven members of staff. Of these, six hold relevant early years qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Emma Long

Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector spoke about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector 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 joint observations of group activities.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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