

Inspection of Kiddiecare Nursery

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

Inspection date: 15 November 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Staff know the importance of building relationships with all children to ensure that they feel safe and happy to settle into nursery. When children need additional support, staff use signs and actions to help them understand what is happening next. Staff use children's home language, alongside English, so that children feel secure and valued. Parents share that they are confident in the care provided as they notice these strong relationships.

Staff can identify where children are in their learning which supports them to plan engaging activities with clear learning intentions. This helps children to make good progress. For example, children are engaged as they strengthen their finger muscles by using tweezers to collect resources of different colours. Parents comment on the progress their children are making, particularly in their speech and language skills.

Children behave well. They help to tidy away toys and sit down at the table at mealtimes. In the garden, staff model language to children so they can learn how to engage others in their play. This supports them to develop relationships with their peers.

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

- Leaders and staff have improved their safeguarding knowledge since the last inspection. The team have accessed online training and external courses in staff meetings. Leaders and staff continue to work closely with the local authority to maintain their knowledge and skills. Staff express confidence as they have the knowledge to fulfil their role.
- Staff organise and plan learning that enables their key children to build on their knowledge and skills. They review children's learning and complete the required assessments, such as the progress check for children aged between two and three years. However, there are some parts of the curriculum planning that are not as focused on what children need to learn and this impacts on each child's individual sequence of learning.
- Leaders continually support staff so that they are able to provide opportunities for children's learning. For example, staff engage children in activities to learn about feelings. Children listen carefully to the story 'The Colour Monster' and staff engage them in conversations around what may make them happy or sad.
- Children have daily access to the outdoors; they are energetic and physically active. For example, children practise their balancing skills and move in a range of ways with their friends. Leaders work with parents to ensure that children are getting a balanced diet. At mealtimes, staff talk with children about healthy foods. This helps children to develop healthy lifestyles.

- Staff model being kind and polite. Staff set clear boundaries and expectations for children, such as using 'kind hands' and hanging their coat on their peg. However, not all staff enforce these consistently, which can be confusing for children. In addition, staff do not always extend these strategies to help children with special educational needs and/or disabilities (SEND) to understand what is right and wrong.
- The special educational needs coordinator (SENCo) makes effective links with external professionals. Leaders monitor additional funding to ensure they are accessing resources that help reduce gaps in children's learning. Staff support children with SEND by using communication strategies, which, overall, meet the individual needs and stage of each child. For example, they sing songs at tidy-up time and to ensure children move safely between the nursery and the garden.
- Parents know about their child's development through regular information sharing in both face-to-face meetings and on the online app. Parents share that staff help them to access on online training and give them activity ideas to support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend safeguarding training to ensure that their knowledge is current and up to date. Staff are aware of the many different reasons why children may be at risk of harm, and they know the signs and symptoms to be aware of. Staff know how they would respond to children making a disclosure or how changes in behaviour would alert them to a child being at risk of harm. Staff deploy themselves effectively, indoors and outdoors, to supervise children. They count them as they move around the nursery.

What does the setting need to do to improve?

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

- continue to review curriculum planning to ensure that it is more focused on each child's sequence of learning
- build on all staff's awareness of providing consistent guidance to children to support their understanding of boundaries and learning expectations.

Setting details

Unique reference number	EY421714
Local authority	Hillingdon
Inspection number	10307569
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	88
Number of children on roll	46
Name of registered person	Kiddiecare Nurseries Ltd
Registered person unique reference number	RP905537
Telephone number	020 8813 6000
Date of previous inspection	21 July 2023

Information about this early years setting

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

Information about this inspection

Inspector

Tina Twynham

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and 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 inspector spoke with the nominated individual about the leadership and management of the nursery.
- The SENCo 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 inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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