

Inspection of Kindred Bromley North

8-10 Blyth Road, Bromley, Kent BR1 3RX

Inspection date:

31 October 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

Good

What is it like to attend this early years setting?

The provision requires improvement

There are inconsistencies in the curriculum, which have not been addressed by leaders and have an impact on some children's personal, social and emotional development.

Overall, staff are positive role models. For example, staff working with the younger babies use their names, encourage them to learn each other's names, and narrate what is happening. This means that children learn about the routine and people. They become familiar with the setting, build relationships, and settle in. However, this approach is not consistent across all areas of the nursery. Some staff who have been assigned as key persons do not respond well to the children when they become upset. Some children are often disengaged throughout the day as a result of this. This has a negative impact on some children's ability to access the curriculum and their attitude to learning.

A strength of the setting is the approach that staff use to prioritise children's spoken language development across the age groups. Staff introduce children to new words and sentences through everyday conversation, songs and stories. As a result, children develop good communication and language skills to help to prepare them for the next stage in their learning.

Generally, staff are respectful and teach children about expectations for their behaviour. Consequently, children across the age groups learn to share and take turns. However, due to the inconsistencies in the curriculum, some children are not able to settle in, concentrate and learn.

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

- Leaders are aware of some of the areas that need to be improved, but have not taken sufficient steps to ensure that the curriculum is consistently good across the rooms. For example, some staff are not clear about their intentions for children's progress, or the purpose of some activities that they plan for children. Others do not implement identified priorities to help children to settle and gain a sense of belonging. This means that the arrangements for the supervision and training of staff are not consistently robust in order to identify and address gaps in staff's practice.
- The inspection was conducted following a significant event that occurred at the setting. The provider notified Ofsted of this event as required. Leaders took steps to improve and raise awareness of the safe use of the outside space. However, the investigation into the matter did not identify inconsistencies in what staff had observed. Therefore, these inconsistencies were not addressed through staff supervision to identify learning and improve practice. This shows

that leaders have not identified and addressed gaps in their own practice to ensure better outcomes for all children.

- Children who have been identified as having special educational needs and/or disabilities receive good support in the nursery. Leaders act promptly to organise support, working closely with parents and outside agencies to ensure that the children's needs are met. Staff adapt their teaching so that these children can access the curriculum to the best of their abilities.
- Staff set high expectations for behaviour. Staff have recently attended behaviour management training, which has helped to enhance their knowledge of how to manage children's behaviour appropriately. Staff teach children to be kind and remind them of safe play. For instance, when children start to run indoors, staff go down to their level and explain why this behaviour is not appropriate. They also offer lots of praise to boost children's self-esteem. This approach builds successfully on children's confidence and independence.
- Staff maintain positive interactions with children, which helps to support their communication and language development. However, on some occasions, they interrupt children unnecessarily when they are concentrating. They ask children if they would like to play in the garden without checking if the garden is ready for use. Children leave their play and then have to wait for staff to confirm whether they can go outside. Consequently, children's learning is disrupted and their engagement is not sustained.
- Not all staff implement consistent care routines to support children's personal development. Some children in the 'Tweenies' room cry and are unsettled as staff do not ensure that they receive the tailored support they need to settle into this room. Nonetheless, younger babies and older children benefit from consistent care routines that staff working with them implement.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a suitable understanding of child protection. They can identify when there is a concern about a child's welfare and know what action to take to safeguard them. Staff are aware of the correct procedure to follow if there are concerns about another staff member. The team is aware of their duty to prevent children from being exposed to situations that may put them at significant risk of harm. The management team follows robust recruitment to ensure that staff working with children are suitable. Staff continuously risk assess the learning environment to remove any potential risks to help to keep children safe.

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
put appropriate arrangements in place for the supervision of staff to offer support, coaching and training for practitioners and leaders to improve consistency and strive for continuous improvement	31/01/2024
implement consistent and effective key-person arrangements across the provision to support children's sense of belonging and meet their individual needs, especially when they progress from beyond the baby room	31/01/2024
ensure that the curriculum intent is known, understood and implemented consistently across the age groups.	31/01/2024

Setting details

Unique reference number	EY497857
Local authority	Bromley
Inspection number	10313452
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	120
Number of children on roll	102
Name of registered person	KINDRED EDUCATION (BROMLEY NORTH) LIMITED
Registered person unique reference number	RP905323
Telephone number	02084604609
Date of previous inspection	2 February 2022

Information about this early years setting

Kindred Bromley North was previously known as Kindred Les Enfant Bromley. The setting registered in 2016. It is located in Bromley, Kent. It is open each weekday from 7.30am to 6.30pm, with morning and afternoon sessions available. The setting is open all year round and employs 25 staff, including bank staff. Of these, 12 staff hold early years qualifications at level 3 or above. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Josephine Afful
Linda du Preez

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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received from the provider.
- A learning walk was conducted by the lead inspector and the nursery manager, and discussions were held about the curriculum intent for children's learning and how the early years provision is structured.
- The inspectors held discussions with the management team and staff to assess the effectiveness of safeguarding arrangements at the setting.
- A joint observation was carried out by the lead inspector and the nursery manager, and discussions were held about children's learning.
- The inspectors observed interactions between staff and children and assessed the impact that these had on children's learning.
- Some parents spoke to the inspectors, who took their views into account.
- Documents, such as evidence of the staff's suitability and paediatric first-aid qualifications, were checked by the inspectors.

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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