

Inspection of Kids Zone

103 Clapton Common, LONDON E5 9AB

Inspection date: 7 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Managers and staff greet children and parents enthusiastically as they enter the nursery. Staff encourage parents to send a 'good deed note' which highlights a good deed their child has performed at home. This is often related to the children's learning, for example 'shared well with his sister'. The key person shares the good deed with everyone, and they all show delight in celebrating and praising the children. This supports children to settle in well and helps to build their self-esteem and emotional well-being successfully.

Staff observe and plan exciting activities based on children's interests. For example, staff plan projects such as 'Water' to develop children's interests around rain. They introduce children to vocabulary such as 'cloud' and 'rain drops'. This supports children to develop their communication and language well.

Staff provide children with a wide range of activities and experiences. They plan an array of visits to support children's development of understanding the world around them well. For example, children enjoy visits to the library and the local park. Staff have high expectations of children's learning and behaviour. They act as positive role models and promote children's positive attitudes to learning well. The impact of this is that all children demonstrate good behaviour and achieve positive outcomes in their learning and development.

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

- Staff promote children's positive behaviour well. They encourage children to include others in their play. For example, staff ensure that children form a line and take turns as they climb up the stairs to use the slide. Children allow their friends to go before them in the line when they have already had a turn. This ensures that children behave well and demonstrate a positive attitude to learning. Staff regularly praise the children for sharing well and being considerate of their friends. This helps to develop children's positive behaviour and social skills well.
- Staff provide a wide range of activities and experiences that children enjoy. This is based on what staff know about children and what they can do, also their individual interests and needs. Managers ensure that activities are relevant and based on what children need to learn.
- Staff speak positively about the manager and value the additional staff training they have access to. This helps to develop their practice. Managers are supportive and work well with external professionals to support staff, and children build on their knowledge and skills well. This ensures that all children make good progress.
- Partnership with parents is strong. Parents are complimentary about the support

they receive to support their children's learning at home. They speak positively about the different events the manager and staff plan to keep them informed about their children's progress and development. For example, parents share that they thoroughly enjoyed attending an event to celebrate their children's achievements.

- Children benefit from activities to support their mathematical understanding. Staff successfully prioritise children's number and counting skills. They skilfully plan opportunities, through their daily routines, to support children to learn about numbers. For example, children are encouraged to count the number of steps as they climb up and down.
- Staff plan lots of opportunities to help children to develop their physical skills. Children enjoy their time outdoors, where they take part in balancing activities and complete obstacle courses, developing their core muscle and coordination skills well. Staff also plan activities where children thread mini hoops on a spaghetti tower to develop the small muscles in their hands.
- Staff support children to develop a love for books. Children benefit from weekly visits to the library. This helps to develop children's vocabulary and understanding well.
- Overall, children benefit from some good opportunities to practise doing things for themselves. However, some staff, at times, step in and offer support as children try to master practical skills such as pouring their own drink. At these times, some children do not always benefit from having the time and encouragement they need to fully develop their independence.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide more opportunities for children to try to do things for themselves to support their developing independence skills even further.

Setting details

Unique reference number	EY536127
Local authority	Hackney
Inspection number	10339245
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 2
Total number of places	46
Number of children on roll	43
Name of registered person	Lowy, Rachel
Registered person unique reference number	RP536126
Telephone number	02088007940
Date of previous inspection	5 July 2018

Information about this early years setting

Kids Zone registered in 2016. The nursery is located in the London Borough of Hackney. It is open Monday to Thursday from 8.45am to 4.30pm and Friday from 8.45am to 12.30pm. It operates throughout most of the year. The provider, who is the manager, holds a level 3 childcare qualification. She employs a further nine members of staff, who hold relevant childcare qualifications at level 2 or 3. The provider receives funding to provide free early education for children aged two years.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- This was the first routine inspection the nursery 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to children and staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and the inspector discussed how the manager organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024