

Inspection of Kiddies Palace Nursery Limited

Slade Green & Howbury Community Centre & Library, Chrome Road, Erith DA8 2EL

Inspection date: 21 May 2024

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

Leaders and those with oversight of the provision do not take effective measures to ensure children's safety and well-being. Although leaders have skills and some understanding of what is expected of them, they are unable to ensure that staff implement the setting's procedures. For example, the staff do not make effective use of risk assessment processes to keep children safe. The potty and changing area for children are not clean, and the garden has broken resources accessible to children. This poses a risk to children's safety.

Leaders do not plan an ambitious curriculum for all children. At times, staff interact effectively with children, and children respond positively to this. For example, when staff tell children that they will make play dough together, they are eager to participate and follow the instructions of the staff. However, staff do not effectively support all children in their learning. They do not ensure that children with special educational needs and/or disabilities or those who speak English as an additional language are effectively engaged and supported to make the progress they are capable of.

Children at the setting are not able to access a wide range of activities that are exciting and challenging. This contributes negatively to their behaviour. Some children lay on the floor or on chairs as staff do not support them to engage in interesting learning opportunities.

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

- Leaders do not effectively identify gaps in staff's skillset and knowledge. This means that they do not implement appropriate support to help staff to improve in these areas. Additionally, most of the staff are unqualified, and there is no named deputy to support the manager and staff team. Weaknesses and breaches in the registration requirements are not identified or addressed. This has a negative impact on safety, the quality of care, and children's learning experiences at the setting.
- Staff do not implement a curriculum that is broad and exciting for children. Children do not receive the support they need in their learning to make the progress they are capable of. Staff mainly supervise children but do not engage in good-quality interactions with them. They fail to plan appropriate, challenging activities to engage children in meaningful play. For example, young children are not offered age-appropriate resources, and use the pens available to them and other items to put in their mouths while wandering around. This impacts negatively on the progress that children make.
- The setting fails to meet the needs of a child with special educational needs (SEN). Staff's interactions with children do not meet their educational and

emotional needs most of the time. There are no arrangements in place to effectively support children with SEN. For example, children with SEN sit by themselves for long periods of time before staff interact with them. Furthermore, children's support plans are not reviewed in a timely manner to ensure that they met their targets and new ones are set. As a result, the gaps in children's learning and development are not closing, leaving them at a disadvantage to their peers.

- Staff's weaknesses in practice impact the safety and well-being of children. Staff do not ensure that the learning environment for children is safe and clean. For example, when very young children walk around with a pen in their mouth, staff are not able to address this successfully. This poses a risk to children as they can get hurt. Furthermore, the potty being used for children is dirty, and children's personal hygiene is not effectively supported. This puts children's health at risk as germs can spread through cross-infection.
- Overall, parents are satisfied with the care their children receive. However, parent partnership is not consistent. Some parents receive more support than others, and staff do not consistently help parents to understand how they can continue to support their children's learning at home. This has a negative impact on children's progress.
- The manager does not ensure that all staff are aware of the setting's procedures, including safeguarding procedures. Most of the staff do not know the steps to take if they have a concern about a senior member of staff, or the local safeguarding partners they have to report to. This poses a delay in reporting, and could put children at risk of harm.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that all staff, including managers, implement safeguarding policies and procedures to keep children safe	02/07/2024

provide supervision to all staff, including leaders and managers, so that all staff understand their roles and responsibilities, weaknesses in practice are identified and addressed, and the overall quality of the provision is developed	02/07/2024
provide effective safeguarding for all staff that teaches them to understand and be able to implement child protection procedures, including those regarding the management of allegations against staff	02/07/2024
deploy suitably qualified staff to adequately supervise children, keep them safe and engaged in learning, and meet their individual needs	02/07/2024
ensure that staff, including leaders, are familiar with the special educational needs and/or disabilities code of practice, such as ensuring that the needs of the children are reviewed in a timely manner, and new targets are appropriate and supported	02/07/2024
ensure that facilities for personal and intimate care are clean to help promote the health and safety of children	02/07/2024
ensure that staff use risk assessment effectively to identify potential safety hazards, and take prompt action to remove or minimise any risks, including the organisation and cleanliness of the setting.	02/07/2024

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

	Due date
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ensure that the curriculum responds to the needs and interest of all children, including disadvantaged children, children with special educational needs, children who speak English as an additional language, and very young children	02/07/2024
ensure that activities and resources are used intentionally and with purpose to support children's continuous learning and development.	22/07/2024

Setting details

Unique reference number	2604643
Local authority	Bexley
Inspection number	10333278
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 7
Total number of places	58
Number of children on roll	11
Name of registered person	Kiddies Palace Nursery Limited
Registered person unique reference number	2604644
Telephone number	07882098472
Date of previous inspection	7 January 2022

Information about this early years setting

Kiddies Palace Nursery Limited registered in 2020. The nursery operates from the premises of Slade Green and Howbury Community Centre in the London Borough of Bexley. The nursery opening times are from 7am to 6.30pm, Monday to Friday. There are nine staff members who work with the children. The manager of the setting and holds an early years qualification at level 5.

Information about this inspection

Inspector

Anja Eribake

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- 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 communicated with the inspector during the inspection.
- The manager and the inspector observed staff's practice to evaluate the quality of teaching and staff's training needs.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.

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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