

Inspection of Quality Kidz Nurseries Ltd

30 Keppel Road, Dagenham, Essex RM9 5LT

Inspection date: 19 September 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

Children settle quickly at this happy nursery. They giggle with staff when they play together and enjoy singing and dancing. Staff play music for children to dance to while they are waiting to go outside. Children tap their knees as they sing along with familiar rhymes. Staff learn songs in children's home languages, which they sing with them to support a sense of belonging.

Leaders plan a curriculum that advances as children move through the nursery. Staff monitor the impact teaching has on children's learning so that all children make good progress. Staff share the curriculum with parents and carers, so they are aware of why staff do the things they do at nursery and the impact that play has on their children's learning.

Children behave well. Staff remind children of the expectations for their behaviour, prompting them to use walking feet indoors. They support children to work together and to take turns in their play. Support for children with special educational needs and or disabilities (SEND) is good. Staff are vigilant to any signs that may indicate a child may be struggling with their emotions, so they can quickly intervene and divert their attention. They sit with them and provide resources from a 'calming box' to help them to self-regulate.

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

- Children's independence is well supported by staff. Children in all rooms are encouraged to wipe their noses at the 'snuffle station' when they need to and to wash their hands before meals or after playing outside. Pre-school children serve their sauce with large spoons and use forks to feed themselves.
- Leaders and staff carefully consider how to safely manage children's allergies and dietary preferences. Children carefully pour themselves water from a jug. Staff encourage younger children to learn to drink their water from open cups, and staff help them to develop the skills to feed themselves.
- A range of physical development opportunities are provided outside. For example, children practise their climbing skills, and staff support them to ensure that they manage this safely. They use wheeled toys and carefully balance as they step between stepping stones.
- Strategies are in place to support children with SEND to understand the nursery routines and prepare for changes. For example, staff use 'transitional objects' to indicate what is happening next in their day. They support children with cuddles if they are struggling to manage their feelings and emotions. Children are kind and thoughtful towards their friends and staff. For example, they move back, so their friends can have a space in the circle.
- Children enjoy looking at books with their friends. In the pre-school room,

children choose a book from the shelves to look at independently. They carefully turn the pages as they look at the pictures, talking about what they can see on the page. They bring the book to the snack table, so they can finish reading later. However, sometimes, during carpet time, staff expect children to sit on the carpet listening to a story for too long. As a result, some children lose interest and become disengaged in learning.

- Staff use opportunities to support children's learning through mealtimes. They encourage conversation. Staff talk to children about the length of their pieces of spaghetti. Younger children talk to staff about the food they are eating as they sit together. Staff repeat the correct pronunciation of the word 'cucumber' when children mispronounce this word.
- Parent partnerships are highly valued by staff. Parents and carers say that communication from the nursery is very good. They report that they are well updated about their child's progress in their learning. Parents of children with SEND and/or medical needs feel that their children's needs are well met by the caring staff.
- The setting is well managed. Leaders identify areas for improvement in the nursery and work closely with staff to improve practice. Staff say they are very happy working at the nursery. They praise the management team for the support they are offered. They appreciate regular training opportunities and that leaders care about their well-being outside of the nursery as well as at work.

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:

- consider the length of time children are expected to sit and listen on the carpet to ensure that they remain focused and engaged throughout.

Setting details

| | |
|--|---|
| Unique reference number | EY285259 |
| Local authority | Barking and Dagenham |
| Inspection number | 10364921 |
| 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 | 0 to 4 |
| Total number of places | 53 |
| Number of children on roll | 53 |
| Name of registered person | Little Professors Limited |
| Registered person unique reference number | RP906957 |
| Telephone number | 020 2984 9679 |
| Date of previous inspection | 26 April 2019 |

Information about this early years setting

Quality Kidz Nurseries Ltd registered in 2004. The nursery is located in the London Borough of Barking and Dagenham. The provider employs 11 members of childcare staff, including the manager. Of whom, nine hold relevant early years qualifications ranging from level 2 to level 5. The nursery opens from Monday to Friday, during term-time only. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kathryn Irvine

Inspection activities

- The manager completed a learning walk of all areas of the nursery and discussed the early years foundation stage curriculum with the inspector.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 spoke with the inspector about the leadership and management of the setting.
- Parents and carers shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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