

Inspection of Kiddies Palace Nursery Limited

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

Inspection date: 23 September 2024

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

The provision is good

Staff support children to settle and separate well from their parents at this nursery. They arrive to warm greetings, hugs and smiles from staff. Leaders plan a curriculum that is filled with meaningful learning experiences for children. Staff prioritise children's independence and good social skills. Overall, they promote children's language development well through a range of activities, including sensory play, musical expression and planting and growing opportunities. Staff encourage children's emerging self-help skills effectively. Children independently feed themselves at snack time. Staff encourage children to wear their own coats. As children master this skill, staff gradually help them to progress to other responsibilities, such as clearing away their bowls after eating.

Staff develop close bonds with children and get to know their personalities well. They are good role models who demonstrate positive play, morals and conduct for children during their interactions. Staff expertly support children who are in the earlier stages of understanding their expectations for behaviour. Therefore, all children learn to be kind and develop a spirit of friendly cooperation. Children benefit from lots of spontaneous moments to express themselves musically. They enjoy experimenting with different ways of moving their bodies as they hop, jump and pretend to be their favourite animals.

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

- Staff have high expectations of what children can do independently. They encourage children to hang up their dressing-up costumes after playing in them. Children learn to wipe their own noses and dispose of their tissues without prompting from staff.
- Staff skilfully use their everyday conversations to promote children's understanding of what makes them similar and different to others. Children learn to speak positively about themselves, such as when referring to their individual features and what makes them unique.
- Staff communicate their expectations for children's good conduct effectively. They remind children of the rules in place for their behaviour. Staff provide children with clear explanations for why some behaviour is undesirable. They demonstrate kindness, respect and consideration for children. Children learn to play cooperatively and treat the resources responsibly.
- Overall, staff embed consistent routines for children. Children know when it is time to go to the toilet, and they understand they must walk safely together with staff. They line up patiently to wash their hands in preparation for lunch. However, at times, staff's organisation of children's morning routines for whole-group times is not flexible enough. Their arrangements do not consistently meet the learning needs of the youngest children.

- Children curiously explore and remain engaged with the enticing activities staff prepare. For example, they spend time engrossed in leaf printing, junk modelling, sensory foam exploration and role play in the mud kitchen. Staff use these moments to encourage children to talk about what is happening in their play and build their vocabulary. However, although staff generally promote children's speech and language very well, they do not create opportunities for all children who speak English as an additional language to use their home languages at the nursery.
- Children have lots of opportunities to be physically active and develop their good coordination. Staff promote children's good hand-eye coordination as they support them to throw and catch balls. Children enjoy risky play activities, and they climb up and over challenging outdoor equipment with confidence.
- Leaders ensure that children with special educational needs and/or disabilities are fully supported to progress towards their targets. They work closely with external professionals and follow their advice and guidance to implement interventions and individual support.
- Parents comment on the good progress their children make in their language and independence skills at the nursery. They express their appreciation for the flexible care staff provide for their children and the consideration given for individual family circumstances.
- Staff feel that leaders consider their well-being. They feel their workloads are manageable and leaders are supportive and use effective coaching to help them to develop their childcare practice.
- Leaders have followed the advice of the area early years adviser to strengthen arrangements for staff supervision since the last inspection. This has helped with monitoring staff's development. Additionally, leaders have improved aspects of the learning environment to enhance the quality of children's experiences. For example, they have improved the resources available in the role-play area and rearranged the book area to make it easier for children to engage with stories.

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:

- revisit the organisation of morning group times to meet the needs of the youngest children more consistently
- strengthen support for children who speak English as an additional language, so they all benefit from opportunities to use their home languages in their play and

learning at the nursery.

Setting details

Unique reference number	2604643
Local authority	Bexley
Inspection number	10358151
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	2 to 8
Total number of places	58
Number of children on roll	27
Name of registered person	Kiddies Palace Nursery Limited
Registered person unique reference number	2604644
Telephone number	07882098472
Date of previous inspection	21 May 2024

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 opens all year round, from 7am to 6.30pm, Monday to Friday, except for Christmas and bank holidays. There is a breakfast and after-school club. The nursery employs six staff members, all of whom hold qualifications at level 2 and above. The manager of the nursery holds an early years qualification at level 5. The nursery provides government-funded childcare.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and the inspector conducted a joint observation of an outdoor activity.
- The inspector observed the quality of interactions between staff and children.

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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