

# Inspection of Kiddies Kingdom

Kiddies Kingdom, 1a, Maidenhall Road, Luton, Bedfordshire LU4 8JZ

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Inspection date:

27 February 2025

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## **Overall effectiveness**

## **Requires improvement**

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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**

Overall, the implementation of the curriculum and quality of teaching requires improvement. The interactions between the staff and children are variable. For example, planned activities are sometimes rushed, resulting in limited opportunities for children to participate, and less experienced staff are unsure how to progress children's learning. Additionally, staff do not consistently respond to each child's spontaneous interests as they play.

Nevertheless, children demonstrate that they enjoy their time at the nursery. Staff provide activities and a range of accessible materials to support children's creative development. Children immerse their fingers in paint and proceed to finger paint butterfly pictures. Staff demonstrate how to make sandcastles. Children copy, demonstrating their hand-eye coordination skills as they use the spade to fill buckets and sand moulds with sand. They smile, demonstrating pride in their achievements. Staff encourage children to play cooperatively with their friends and to share experiences. For example, children pretend to prepare food for a picnic together. Overall, children understand what is expected of them and behave well.

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

- The management team appropriately evaluates aspects of the nursery and identify areas for improvement. The nursery has recently been redecorated. New equipment and resources have been purchased and children's access to resources enhanced. This supports a welcoming environment for children and their families. Additionally, further improvements are planned. For example, artificial grass in the outdoor area is being replaced.
- The provider has not ensured that the manager is available and able to consistently support and lead the staff team. Therefore, staff lack guidance, and this has lowered their morale. Additionally, there has been a period of recent staff change and recruitment. Therefore, at the time of the inspection the impact of the newly appointed staff cannot yet be measured.
- Staff complete daily risk assessments to minimise hazards to children. Staff form bonds with the children and demonstrate an understanding of their stage of development, personality and interests. However, curriculum intentions are not always effectively implemented, and some staff do not have a secure knowledge of how to engage children, to build on what children know and can already do to help progress their learning. Additional funding, to support children in receipt of early years pupil premium, has been used to purchase additional resources to enhance their development.
- The management team successfully makes relevant referrals, working in partnership with external agencies and the children's parents. However, arrangements for supporting children with identified needs, during their time at

the nursery, are not always effective. Staff do not always provide experiences to engage the children and enable them to make progress in their development alongside their peers.

- Staff provide opportunities to support children's communication skills, including children who speak English as an additional language. Staff support children to learn rhymes and share books with them. Translation is also effectively used to support children's development of the English language.
- Staff encourage children to take responsibility and become independent. Children help to tidy away the resources, learn to put on their outdoor clothing and pour their own drink. Children eagerly use the tongs, demonstrating their coordination skills, as they select from the healthy food options, such as carrots, bread sticks and apple. Staff also use snack and mealtimes to reinforce appropriate hygiene routines and good table manners.
- Management and staff develop positive relationships with parents. They spend time talking to parents and getting to know children's care needs and stage of development before they attend. For example, they obtain information regarding children's medical needs, dietary requirements and interests. This helps to ease the transition from home into the nursery's care. Information is regularly shared with parents about their child's progress and care.
- Staff provide opportunities for children to explore the local community. They take children to local shops to purchase fruit and vegetables and walk to the park. This provides opportunities for children to access more challenging play equipment. Additionally, staff support children to appreciate and respect the diversity of others. For example, children make Chinese lanterns and are encouraged to sample boiled vegetables and noodles in celebration of Chinese New Year.

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

	<b>Due date</b>
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improve and embed the implementation of the curriculum, including staff's interactions with the children, to ensure all children, including those with special educational needs and/or disabilities receive consistently meaningful learning experiences that build on what they already know and can do	30/04/2025
ensure effective staffing, and particularly leadership arrangements, this refers to ensuring the manager is able to fulfil their roles and responsibilities.	31/03/2025

## Setting details

<b>Unique reference number</b>	EY553772
<b>Local authority</b>	Luton
<b>Inspection number</b>	10390998
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Kiddies Kingdom (MR) Ltd
<b>Registered person unique reference number</b>	RP553771
<b>Telephone number</b>	01582 585037
<b>Date of previous inspection</b>	9 November 2021

## Information about this early years setting

Kiddies Kingdom re-registered in 2017. The setting employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. The provider offers government funded places for childcare and receives specific funding for disadvantaged children.

## Information about this inspection

### Inspector

Ann Austen

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector carried out a joint observation of a music and movement activity.
- The manager and staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The provider, manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.
- The inspector took account of the views of parents by speaking to them.

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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