

Inspection of Kids Inc Day Nursery

81-85 York Road, Ilford, Essex IG1 3AF

Inspection date: 2 September 2021

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are welcomed into a safe, nurturing and calm nursery environment. They are happy as they play and are keen to explore the interesting and varied activities set up for them. New children settling into the nursery, or into their new room, are calm and content. Leaders and staff make the settling-in routines a key focus and prioritise children's emotional well-being. They reassure children, offer comfort to them and are sensitive to children's needs. Overall, children are engaged well in activities and learning. They are eager to join in and participate. Children learn about each other's families, such as while drawing pictures of and talking about the people in their family. They learn about similarities, make comparisons and learn to respect others and value their differences. Staff have high expectations of children and successfully help them to develop the necessary skills for their future learning. Pre-school children learn to form letters and enjoy being creative. They use different resources, such as glitter pens, with skill as they draw and develop good fine motor skills. Younger children develop their language skills well. They enjoy singing rhymes and are confident to sing songs to their friends during group activities.

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

- A well-designed curriculum helps all children to make good rates of progress. Children who have any delays in their learning are supported well. Staff recognise any gaps in children's learning and take quick action to ensure children get the help and support they need. Any funding is used well
- The manager and staff have a shared vision for what they want children to learn and achieve. During their time at the setting, children become independent, considerate, and well-behaved learners. Staff consistently teach children to be responsible during daily routines. For instance, they encourage children to hang their coat up on their peg and help to set up for mealtimes, developing children's self-esteem levels well. Younger children tidy up after their play and learn to help others.
- Staff have clear plans for children's learning and know their key children well. They know what children need to learn next and why and support them in achieving the next steps in their learning. Staff successfully plan a good range of activities to help support children to develop skills across all areas of learning. However, at times, routines and the layout of some activities do not help to foster purposeful play and interactions, to help children gain the most from these.
- Children develop their vocabulary well. Younger children are keen to observe their reflection in mirrors and enthusiastically learn the names of their facial features. Staff question older children generally well during conversation to help encourage them to extend their answers and give explanations.

- Parents receive regular updates about their children's learning. For instance, they access photos of the activities their children join in with and can see what they have achieved. However, there are fewer opportunities for all parents to have more in-depth feedback about their children's development, to help enhance the two-way flow of information.
- Staff provide many opportunities for children to be physically active to support their health and well-being. For instance, older children confidently ride on bicycles outside, and younger children learn to balance and move on climbing equipment. Children develop their gross-motor skills well.
- The manager and the deputy monitor staff's performance effectively, such as through regular observations. They swiftly recognise any areas that may require improving and make changes to strengthen the quality of practice and help maintain a good quality of education for children. Staff have good opportunities to develop their teaching skills and practice, such as learning from others in the staff team through observing each other's work.

Safeguarding

The arrangements for safeguarding are effective.

The manager understands her safeguarding responsibilities. Staff know how to keep children safe and know the possible signs that may indicate a child is a risk of harm. They know how to report their concerns about children and/or what to do if there is an allegation made about a member of staff. Risk assessment procedures are successful in helping staff to identify and remove any risk to children to help keep them safe. The manager implements effective vetting procedures to check staff are suitable to work with children, in order to help ensure children's safety and welfare.

What does the setting need to do to improve?

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

- enhance communication with parents and extend the information shared to provide a more consistent approach to children's learning in the nursery and at home
- provide training and guidance for staff so that they know how to improve the organisation of daily routines, to help involve all children more consistently in ongoing purposeful play and interaction.

Setting details

Unique reference number	EY292060
Local authority	Redbridge
Inspection number	10197669
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	112
Number of children on roll	82
Name of registered person	Select Enterprises (South East) Limited
Registered person unique reference number	RP905982
Telephone number	0208 478 6510
Date of previous inspection	30 January 2018

Information about this early years setting

Kids Inc Day Nursery registered in 2004 and is situated in Ilford, within the London Borough of Redbridge. It operates throughout the year, each weekday, from 7.30am until 6pm. The setting provides funded education for two-, three- and four-year-old children. The setting employs 22 members of staff, including the manager. Of these, 16 hold appropriate early years qualifications at level 3 and two members of staff hold a level 2.

Information about this inspection

Inspectors

Anneka Mundy
Catherine Greene

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager took the inspectors on a learning walk and told them about what they want the children to learn at the nursery.
- The inspectors, the manager and the deputy manager completed joint observations of teaching activities to review the quality of education.
- Parents provided feedback on their experiences of the nursery and the inspectors engaged with children at appropriate times.
- The inspectors looked at documents relating to the suitability of those working with children, such as their early years and first-aid qualifications.

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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