

Inspection of Kids Inc Day Nursery

459B Upper Richmond Road West, East Sheen, LONDON SW14 7PR

Inspection date: 14 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children start their day happy and eager to learn. This is demonstrated when children enthusiastically arrive, keenly find their name card to register their attendance and quickly settle. This also shows children are emotionally secure and they feel safe.

Children of different ages behave well, such as older children patiently waiting for their turn to ride tricycles. All children keenly share and take turns with toys, and willingly follow nursery routines. Staff consistently encourage children to recognise their feelings and emotions, and confidently remind children how to behave well.

Overall, children's uniqueness is supported to a good level. Children have many opportunities to see their pictures and talk about their families. For example, a key person creates 'family books' for all children, to help them to have a positive sense of self and belonging within the nursery.

Children's interests and what they know and can do is at the heart of the curriculum. Children self-direct their learning and most staff extend children's learning through skilful interactions. Staff follow children's lead and skilfully know when to introduce new ideas to help to extend children's learning further. For example, young children enthusiastically show an interest in early mark marking. Staff quickly respond. They provide small brushes to help children to make random marks in coloured sand. Children show delight as they notice the marks they make.

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

- Staff provide many opportunities to help to promote children's communication and language skills, overall. This is demonstrated when children excitedly sing songs and rhymes, and join in with the actions, such as when they keenly sing 'Bubble, Bubble, Pop'.
- All children listen attentively to stories read by staff. Older children eagerly tell stories during circle time to further promote their confidence and self-esteem. Although, occasionally, some staff do not make the most of interactions to help to extend children's early communication and language skills further, particularly in the baby room.
- Staff provide many opportunities for children to play outdoors to further support their good health and physical exercise. This also helps to support those children who prefer to learn outdoors. Older children demonstrate coordination and physical skills when they confidently walk along a balancing beam.
- Staff help to ignite children's imaginary play and curiosity effectively. For example, children enthusiastically look for 'fairies' in a newly created 'fairy garden'. They confidently talk to visitors about making 'potions' when they

combine a variety of natural resources together.

- Staff know children well and use this knowledge to inform their teaching and interactions with them. This is demonstrated by children's consistent engagement in activities and their positive behaviour. During planned activities, staff skilfully extend children's vocabulary. Children begin to talk about what they remember and confidently use new words, such as keenly talking about a queen bee and collecting nectar from flowers to make honey.
- Staff successfully implement the curriculum intent. Children benefit fully from meaningful learning across all areas of learning. They make good progress from when they first start. Children are well prepared for the next stages in their learning and when they move on to school.
- Children are motivated and keen learners and enjoy activities that help to broaden their skills. For example, children become confident with technology, such as concentrating when they use a mouse correctly and learning how to navigate a computer programme. Children successfully use mathematical language during their play and solve problems, such as when they work out how to pour water down guttering.
- Staff teach children to recognise those people who help us within the community. For example, they enjoy visits from firefighters and the police. Parents willingly share their home experiences, cultural stories and festivals. Nevertheless, staff plan fewer opportunities to help children to develop a broader understanding of communities and diversity beyond their own experience.
- The newly appointed manager and deputy are supported well in their new roles to help to ensure they are competent. The manager monitors the quality of education and staff's interactions to consistently evaluate and reflect on good practice. Staff welcome a range of training opportunities to help to promote their professional development. They say that their well-being is supported well by leaders and the organisation.

Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand their safeguarding responsibilities. All staff regularly access training to update their safeguarding and child protection knowledge. They know the signs and symptoms that could indicate a child is at risk of abuse and neglect, such as female genital mutilation. Staff are vigilant and know how to record and refer their concerns. There are robust recruitment procedures in place to ensure the suitability of staff working with children.

What does the setting need to do to improve?

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

- make the most of positive interactions to help to promote children's early communication and language skills to an even higher level, particularly in the baby room
- provide opportunities for children to develop their knowledge of diversity and improve children's understanding of communities beyond their own.

Setting details

Unique reference number	EY365119
Local authority	Richmond Upon Thames
Inspection number	10128461
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	48
Name of registered person	Select Enterprises (South East) Limited
Registered person unique reference number	RP905982
Telephone number	0208 876 8144
Date of previous inspection	31 May 2013

Information about this early years setting

Kids Inc Day Nursery registered in 2007. The nursery is located in the London Borough of Richmond. It is open each weekday, from 7.30am to 6pm. The nursery currently employs 11 members of staff; all hold appropriate early years qualifications. In addition, the nursery employs a cook. The nursery receives funding for early education for children aged two, three and four years.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- 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 inspector carried out joint observations of group activities with the manager.
- Parents 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.

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