

# Inspection of Kids Inc Day Nursery

29 Old Station Road, Loughton, Essex IG10 4PE

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Inspection date: 21 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy and show enjoyment at the nursery. Staff offer a warm and friendly welcome which helps children to settle quickly into their day. The well-structured key-person approach means that children develop secure bonds with trusted adults. Consequently, this promotes their developing emotional security. Children's transitions are managed very well. This ensures that they remain settled and feel safe and secure as they move through the nursery.

Children are well behaved and show respect for their peers and the nursery environment. Staff have developed clear and consistent expectations that help children to make positive choices. They introduce the language of feelings to children through colours. For example, children associate the colour yellow with feeling happy. This helps children to better understand conflict resolution and how to manage their emotions. As a result, incidents of unwanted behaviour are minimal and children approach their learning with positivity.

Children enjoy an interesting and varied set of experiences at this nursery. Leaders have developed a curriculum that considers the many different experiences that children arrive with. Staff engage children in a host of enjoyable activities that expose children to greater experiences. For example, children visit the local library, care home, and food bank. As a result, children are developing much broader knowledge of the world in which they live.

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

- Children benefit from a rich and varied curriculum. Leaders have thought carefully about the knowledge and skills they want children to develop during their time at the nursery. Children benefit from well considered learning intentions that help them to build upon what they already know and can do. For example, young babies take part in 'tummy time' to develop the core strength needed for sitting.
- Children's communication and language is supported well throughout the nursery. Staff use lots of new and interesting vocabulary as they narrate alongside children. They describe ice as 'cold' and 'frozen' as children attempt to free toy dinosaurs trapped inside. Children enjoy familiar stories such as 'Stick man' and 'The Gruffalo'. Children excitedly name the well-loved characters and repeat familiar phrases from the story.
- Mathematical language is woven through the day. Staff use words that help children to develop their mathematical knowledge. For instance, they ask children if they would like 'more' or 'less' vegetables at lunchtime and ask children if their water cups are either 'full' or 'empty'.
- Staff use children's start points to decide what children should learn next. They

have a good knowledge of their key children and decide how to further develop their knowledge and skills. However, at times, staff are not responsive to children's emerging interests, and teaching is not always adapted to support children's new ways of thinking and curiosity. For instance, when children transport materials from a planned activity to the water wall, staff are not curious enough about what children want to find out.

- Children are developing a good range of self-help skills, including how to keep themselves safe. Children manage their personal hygiene with ease and are becoming skilled in dressing themselves. Babies show good control of their cutlery following periods of guided support from staff. Older children have many opportunities to develop their independence as they peel bananas, pour their water and make their own playdough.
- Children who have identified gaps in their learning and development are supported well. The effective partnership working ensures that parents are active participants in their child's learning and development. Staff work closely with other professionals, such as speech and language therapists, to support children with making the progress of which they are capable.
- Leaders use evaluation to identify the strengths and weaknesses within the nursery. Staff receive feedback about their performance through regular supervision meetings. The 'training academy' further supports staff to develop their skills and knowledge. Staff work well together, and their morale is good. The manager values the staff team and provides effective support.
- Parents speak highly of the nursery. They applaud the open-door approach and being able to discuss any worries or concerns with leaders should the need ever arise. Parents feel valued as contributors to their child's learning and are impressed by the great progress their children make.

## **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:**

- support staff to recognise children's emerging interests and adapt their teaching to extend children's knowledge and experiences.

## Setting details

<b>Unique reference number</b>	EY271103
<b>Local authority</b>	Essex
<b>Inspection number</b>	10316792
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	60
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Select Enterprises (South East) Limited
<b>Registered person unique reference number</b>	RP905982
<b>Telephone number</b>	0208 502 4488
<b>Date of previous inspection</b>	1 May 2018

## Information about this early years setting

Kids Inc Day Nursery registered in 2003. The nursery employs 21 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Clare Ford

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning and observed the interactions between staff and children.
- The manager and the inspector carried several joint observations including a mealtime.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector discussed the leadership and management in the nursery, this included the manager showing the inspector documentation to demonstrate the suitability of staff.

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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