

Inspection of Kids Inc Day Nursery

229-231 Beehive Lane, Ilford, Essex IG4 5EB

Inspection date: 12 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	Good
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What is it like to attend this early years setting?

The provision is good

Leaders have constructed an ambitious curriculum that helps to provide all children with a good quality of education. Children acquire the knowledge and skills they need in readiness for future learning. Children develop a positive sense of identity in this culturally diverse and inclusive nursery. They proudly look at their reflection in the mirror and recognise the similarities and differences in their hair, to that of their peers.

Staff support children's emotional development well. They take time to get to know children and families during flexible settling-in sessions. Children who are new to the nursery are sensitively supported by staff. This helps them to feel secure and calm on arrival. Relationships between children and their key person are strong. Children easily separate from their parents due to the warm welcome they receive and quickly immerse themselves in play and exploration.

Staff have high expectations for children's behaviour. Children learn how to manage their feelings appropriately. For example, staff encourage the use of colour, books and puppets to help children to articulate their emotions. Children demonstrate friendly behaviours and hold hands as they play together. Older children pick flowers for their friends. Children's smiling faces and animated chatter shows that they feel happy and they behave very well.

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

- The enthusiastic manager is well supported by the senior leadership team. This helps to maintain good leadership and management oversight. Self-evaluation is accurate and leaders have a true picture of the quality of the education and care provided. There are clear plans for the continued development of the nursery.
- Staff encourage older children to be independent and to take responsibility for their safety. Children take 'Star', the health and safety mascot with them to identify possible risks in the garden. They take great care as they use real tools at a work bench. Children learn how to keep themselves and others safe.
- Overall, the well-planned curriculum helps children to make good progress. Staff provide activities to enthuse children and promote curiosity. Children delight in sensory experiences and eagerly experiment in 'slime' and play dough. However, occasionally staff provide activities without a clear focus on what children need to learn next. This means that leaders' clear intent for children's learning is not consistently implemented so that children make the very best progress possible.
- Staff are positive role models and their relationships with children are warm and trusting. This supports children's emotional well-being and contributes towards their good behaviour. Children invite staff into their role play games and delightfully take on the role of a doctor, caring for a patient. Staff also teach

children to care about sustainability and the environment, for example, they promote the sharing of 'pre-loved' clothes. Children grow plants and vegetables and staff involve them in recycling activities. Children benefit from rich experiences that help to broaden their horizons.

- Partnership with parents is a priority of this nursery. Parents speak highly of the help that the whole family receive. Staff share guidance documents with valuable hints and tips for parents, for example, on safe sleeping arrangements and cost effective recipes. There are occasional inconsistencies in how staff inform parents of children's progress, resulting in some parents not being fully informed of what children are learning right now to help them to continue to support children's learning at home.
- Children with special educational needs and/or disabilities are swiftly identified and comprehensive support plans are put into place. The special educational needs coordinator is diligent in her pursuit to ensure that all children make the progress they are capable of. Staff use visual cues and show picture cards to help children to make choices. Staff work harmoniously with parents and external professionals to assess and monitor children's progress. This joined up working is contributing towards all children's care and learning.
- Leaders understand the importance of ensuring that staff feel valued and that they benefit from ongoing professional development. This is particularly important as some staff are new to the role. Leaders provide a wealth of training opportunities for staff, much of which is delivered by the internal training academy. However, although leaders provide support, to staff there are some gaps in how the curriculum is implemented and applied.
- Staff help children to develop a positive attitude towards their health. Physical activities help children to develop strength and coordination. For example, babies manoeuvre up and across large apparatus. Older children make shapes with their body during a lively yoga session. Staff teach children to become aware of healthy bodies. Two-year-olds follow good hygiene routines, such as handwashing and enthusiastically tell staff to rub soap into their hands too.

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:

- target the professional development of all staff more precisely and help staff to consistently implement the curriculum that leaders intend
- share detailed information with parents about what children are learning to

provide more consistency in supporting their progress.

Setting details

Unique reference number	EY365105
Local authority	Redbridge
Inspection number	10361156
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	0 to 4
Total number of places	100
Number of children on roll	68
Name of registered person	Select Enterprises (South East) Limited
Registered person unique reference number	RP905982
Telephone number	0208 550 7400
Date of previous inspection	20 October 2021

Information about this early years setting

Kids Inc Day Nursery registered in 2007. It is based in Ilford, in the London Borough of Redbridge. The nursery is open every weekday from 7.30am to 6pm for 51 weeks of the year. The nursery employs 19 members of childcare staff, 17 of whom hold relevant qualifications at level 2, or above.

Information about this inspection

Inspector
Layla Davies

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observation of a group activity with the manager.
- The inspector spoke to several parents and carers during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke with the manager about the leadership and management of 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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