

Inspection of Kids Inc Day Nursery

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

Inspection date:

15 January 2025 - 17 January 2025

Overall effectiveness

Requires improvement

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

Staff foster a nurturing environment where children feel safe. This promotes secure relationships between the staff and children. Children receive care in a welcoming environment. The children confidently explore both indoor and outdoor areas, accessing toys and resources independently. All children, including toddlers and babies, enjoy attending the nursery and settle in quickly. Staff plan a variety of activities that cover all areas of the curriculum. However, the quality of education varies across different age groups, leading to inconsistencies in children's learning experiences. For example, babies receive effective support as they explore paint and musical instruments, engaging their senses. Staff also help develop their confidence in balance and coordination skills as they practise climbing on indoor and outdoor apparatus. On the other hand, some staff do not plan activities for older children consistently well to extend their learning and interest or help them to build on what they already know and can do.

Despite these weaknesses, staff suitably promote children's communication and speaking skills. In the toddler room, staff teach children about sea creatures and colours through activities with paint and white flakes. Older children enjoy listening to stories, answering questions about the characters, and participating in songs and rhymes. Children enjoy each other's company and lead their activities. They are generally well behaved. The staff serve as positive role models, encouraging the children to take turns and share toys and activities.

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

- Parents are happy with the care that their children receive. However, they are not consistently made aware of their child's next steps in learning and how they can further support their child's learning at home. This means parents are not clear about how their child is progressing and how to further support them.
- The leadership team monitors staff practice and provides some support to help improve provision for children, such as through holding regular meetings. Leaders provide parents with equipment they are able to take home. However, they have not done enough since their last inspection to improve the effectiveness of partnership working with parents. Consequently, this now requires improvement.
- Staff are generally well informed about the needs of their key children. They observe and monitor each child's progress and plan various activities that cover all areas of the curriculum. However, the opportunities staff provide to support and enhance the learning of some older children are not planned and delivered consistently well to meet their developmental needs. Additionally, at times, staff do not organise resources or activities effectively to maximise children's level of engagement. For instance, children are keen to engage in the water play and

sand experiences to pour, empty and fill, but there is little resource available for them to become fully absorbed.

- Staff generally encourage babies and children suitably to develop their independence. During meal and snack times, they support the children in completing tasks independently. For instance, children pour their drinks and serve their food, while the youngest children can feed themselves independently. Older children show their growing independence as they help to tidy up after lunch and wash used paint trays.
- During key transition periods, staff do not provide older children with clear and consistent instructions to help them understand what is expected of them. This results in occasions where the room becomes disorganised and chaotic. Additionally, staff do not always plan children's toileting routines well to give children the support they may need to learn to do things for themselves, such as undress to reach the toilet in time. This does not fully support all children's confidence and self-esteem.
- The nursery is inclusive and warmly welcomes families from diverse backgrounds. The staff value each child's individuality and encourage them to share their home experiences. Children celebrate special events such as Diwali, Eid and Christmas. Additionally, leaders and staff invite parents to drop-in sessions to participate in activities like cake baking and storytelling with the children. These activities help promote understanding and respect for different people and communities.
- Leaders and staff promptly identify children's individual needs. The support for those with special educational needs and/or disabilities is effective. Staff collaborate with parents and professionals to create personalised learning plans, ensuring specialised support for each child.
- Children have numerous opportunities to be active, such as running, climbing and riding wheeled toys outdoors. This promotes their awareness of space and physical skills. Staff support older babies and toddlers while climbing and sliding, ensuring they feel confident and safe by staying close by.
- Leaders have developed a varied curriculum. There is a focus on supporting children to learn about recycling and how they can help their environment. In addition, there is a focus on supporting children to gain an understanding of themselves and others.

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:

	Due date
ensure parents are updated about their child's progress and next steps and provided with regular ideas about how they can support their child's learning at home	17/02/2025
develop the quality of the curriculum to ensure staff plan and deliver learning experiences that help all children to build on what they already know and can do.	17/02/2025

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

- review the organisation and quality of resources children access to help improve their participation and enhance their learning experiences
- organise daily routines more effectively, particularly with regard to consistently providing children with guidance and support when needed, to help extend children's understanding of how to complete day-to-day tasks.

Setting details

Unique reference number	EY292060
Local authority	Redbridge
Inspection number	10377890
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	0 to 4
Total number of places	112
Number of children on roll	81
Name of registered person	Select Enterprises (South East) Limited
Registered person unique reference number	RP905982
Telephone number	0208 478 6510
Date of previous inspection	2 September 2021

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 20 members of staff, including the manager. Of these, one holds an appropriate early years qualification at level 5, eight hold a level 3, and one holds a level 2.

Information about this inspection

Inspectors

Rubina Nijabat
Caroline Preston

Inspection activities

- The inspectors carried out separate learning walks with the manager.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the leaders about the leadership and management of the nursery.
- Parents shared their views of the nursery with the inspectors.
- The inspectors carried out two separate joint observations of a group activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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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