

Inspection of Kindred Bromley North

8-10 Blyth Road, Bromley, Kent BR1 3RX

Inspection date: 6 September 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive full of smiles at this nursery. They are greeted warmly by kind and caring staff. This helps children separate well from their parents ready to start their day. Staff ensure children's transitions from home to nursery are smooth and handled sensitively. Staff build very strong relationships with children. Leaders ensure staff adopt robust settling-in procedures. The key-person systems are highly effective and tailored to individual children's needs from the outset. Children quickly become comfortable and form healthy attachments with staff. Staff have well-embedded routines that help children settle into nursery life well.

Leaders have devised a wide-ranging and well-thought-out curriculum. They ensure children benefit from diverse meaningful activities that broaden their experiences. Children enjoy engaging in various sports, sensory, creative and dance activities. Staff model positive social contact competently for children. They gently speak to children and seek their permission before offering assistance or personal care. Children and babies happily play together and alongside each other in the calm and relaxed environment. Staff have high expectations of children's conduct. They remind children of the rules, such as using their 'walking feet' and offer age-appropriate explanations for why this keeps them safe.

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

- Staff's meaningful interactions with children support their language development very well. They name objects, describe and comment about children's actions with singing and signing. Staff hold conversations, pausing when necessary, so children can copy words and think before answering questions. Staff use alternative words and key vocabulary in children's home languages during their discussions with children. This ensures all children, including children who speak English as an additional language, build their existing vocabulary and develop confidence to communicate.
- Staff make good use of snack times, sand play and ball activities to promote children's early mathematics skills. Children learn to count and recognise different shapes, colours and numbers. Staff count with children as they fill containers, uncover buried objects and play throwing and catching games.
- Staff promote children's agility well. Indoors, babies have good opportunities for independent exploration. They determinedly climb, toddle and crawl over equipment. Outdoors, leaders ensure coaches expertly challenge children's good balance, coordination and core strength. Children persevere as they attempt balancing bean bags on their head and feet while travelling around obstacles, for example.
- Children demonstrate positive attitudes towards learning and enjoy the freedom to choose what they would like to do. For example, staff ensure circle time

routines are flexible to accommodate the needs of individual children. Staff instinctively know when children need individual support to boost their confidence to join in. They expertly use children's interests as a foundation to build their concentration skills. This fosters children's deep engagement during adult-led and child-initiated play.

- Overall, staff promote children's understanding of healthy lifestyles positively. For example, children comment how eating a healthy diet will help them grow strong and build big muscles to climb trees. Children enjoy their mealtimes and display hearty appetites. Staff encourage children's thorough handwashing and ensure surfaces are clean. However, at times, staff's practice for supporting older children's understanding of managing their wellness lacks consistency. Therefore, not all older children develop the understanding they are capable of for what they should or should not do to maintain their good health.
- Staff get to know individual children's personalities and backgrounds well. They observe children and promptly identify children who are not making expected progress. Leaders work together to ensure children have support plans and interventions that help them progress towards clearly identified targets. Therefore, all children make progress towards their next steps in learning.
- Staff have a good understanding of their roles and child development. They report that the leadership team is supportive and value them as professionals. Newly appointed staff receive good induction and mentoring from leaders and senior staff within the rooms. Therefore, there is an enthusiastic team of committed practitioners who prioritise children's learning.
- Since the last inspection, leaders have worked hard to provide effective support, feedback and coaching for staff. This has brought about improvements in the quality of teaching. Leaders proactively evaluate the effectiveness of the provision. For example, they have provided staff with radio communication devices so they can share their movements more effectively. Additionally, they have plans in place to introduce supervised toothbrushing in the near future. Leaders envisage this will enhance the existing provision for promoting children's good oral health even further.

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 older children's understanding of managing their own wellness to develop a secure understanding of good practices to maintain their good health.

Setting details

Unique reference number	EY497857
Local authority	Bromley
Inspection number	10320453
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	120
Number of children on roll	120
Name of registered person	KINDRED EDUCATION (BROMLEY NORTH) LIMITED
Registered person unique reference number	RP905323
Telephone number	02084604609
Date of previous inspection	31 October 2023

Information about this early years setting

Kindred Bromley North was previously known as Kindred Les Enfant Bromley. The nursery registered in 2016. It is located in Bromley, Kent. It is open each weekday from 8am to 6pm, with morning and afternoon sessions available. The nursery is open all year round and employs 32 staff, including bank staff. Of these, 14 staff hold early years qualifications at level 3 or above. The provider offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs and/or disabilities coordinator spoke to the inspector about how they support children with special educational needs.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector met with parents and took account of their written feedback.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the interactions between staff and children.

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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