

# Inspection of Kindred Billericay

Buttsbury Infant School, Perry Street, Billericay, Essex CM12 0NX

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Inspection date: 23 February 2023

<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 settle quickly and feel secure in the warm, homely and welcoming environment. They are confident and independent learners. Children establish strong bonds with the nursery staff, who are extremely attentive. Staff are good role models and speak calmly to the children with respect and kindness. Children understand the expectations of the nursery and demonstrate good behaviour and a positive attitude to learn. They thoroughly enjoy opportunities to play outdoors. They become immersed in their play. They use simple mathematics in the construction area, as they measure fences using tape measures. They check bricks are flat using a spirit level and confidently explain the bubble must be in the middle. Children use rollers and large brushes as they paint with water. They learn about the environment and the importance of recycling through well-planned activities.

Staff use their sound knowledge of what the children can do when they plan activities across the curriculum. Babies have immense fun interacting with a familiar guessing activity of 'what's in the box'. They wait in anticipation as the staff member skilfully captures their imagination. They predict the next animal from the box. They giggle and make the animal noises and use signing to support communication. Older children show high levels of confidence and sustained concentration as they excitedly participate in a fun activity. It helps them to learn phonics as they listen to music, sing, dance, and use musical instruments.

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

- Children make good progress in their learning. They benefit from a broad curriculum, indoors and outdoors. Children delight in their time outdoors and the exciting activities available to them. They make independent choices about where they play, fully supported by the nurturing and caring staff. Staff place a strong emphasis on following children's interests when planning activities. Following initial assessments and ongoing observation and discussion with parents, staff know the children well and what they need to learn next.
- Staff place a strong emphasis on developing children's speech and language skills. They introduce new and challenging words to help broaden children's vocabulary. Children are learning to sign to support their communication. Children who speak English as an additional language are fully supported through prompts, resources and visual aids and make very good progress.
- Effective use of settling-in arrangements help to build positive and professional relationships with parents. Parents speak highly of the manager and her staff and are very complimentary about all aspects of the provision. Parents comment that they feel reassured leaving their children. They say they receive good communication about their children's day and appreciate the ideas staff provide

to support their children's learning at home.

- The manager and her deputy are ambitious and forward thinking. They receive good support from the nursery area and quality managers and have high expectations for the staff and the children. The manager encourages and supports staff with their professional development. She is fully aware of the positive impact training has on the outcomes for children attending. The manager has effective engagement with the staff as she monitors their practice routinely in the rooms. Staff morale is good and they say they feel valued, their ideas are welcomed, and they thoroughly enjoy their roles.
- Children have ample opportunities to practise their early writing skills. For example, babies enjoy sensory play as they mix paints, enjoying the textures with their hands. Children use their physical skills as they knead play dough and use scissors with skill. They access a selection of books and enjoy books independently. However, fewer opportunities are available for children to access a wider variety of books, such as books for reference and poetry.
- Children are skilfully supported with their ideas and to initiate their own play. They access a wide variety of quality resources from easily accessible units. Children are busy throughout their time at the nursery as they are engrossed in their play, particularly outdoors. However, on occasions, they are not consistently encouraged to tidy away resources when they have finished with them to take care of the things that they use.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a priority and staff understand their responsibilities to protect children's welfare. Risk assessments are effective and ensure that the premises and environments for children are kept clean, safe, and secure. The manager and staff show a secure knowledge of child protection issues and know how to respond promptly and appropriately should they have a concern about the well-being of a child in their care. Staff attend safeguarding and child protection training and have many opportunities to refresh their knowledge on a regular basis. A robust recruitment process means children are cared for by staff who are suitable to do so.

## **What does the setting need to do to improve?**

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

- provide more opportunities for children to expand their enjoyment of books to include books for reference and poetry
- help children to understand how to take more care of their resources, particularly when they are leading their own play.

## Setting details

<b>Unique reference number</b>	EY310377
<b>Local authority</b>	Essex
<b>Inspection number</b>	10276252
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Kindred Education (Essex) Limited
<b>Registered person unique reference number</b>	RP908098
<b>Telephone number</b>	01277 650538
<b>Date of previous inspection</b>	7 July 2017

## Information about this early years setting

Kindred Billericay registered in 2021. It is in the grounds of Buttsbury Infant School. The nursery employs 15 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, all year round from 7am to 7pm. The nursery provides early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hartigan

## Inspection activities

- This was the first routine inspection the nursery has 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 and the inspector completed a learning walk together and discussed the curriculum and what it is that the team want the children to learn.
- 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 manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children at the inspection.
- Parents provided the inspector with verbal and written feedback.
- The inspector looked at relevant documentation and 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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