

# Inspection of Kindred Cheshunt

College Road, Cheshunt, Waltham Cross, Hertfordshire EN8 9NQ

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Inspection date: 17 December 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 develop the ability to meet their own needs from a young age and become independent in leading their own learning. Babies are supported to learn to use cutlery to feed themselves, and older babies do this confidently. Toddlers learn how to solve problems. For instance, they negotiate tight spaces, exploring how to get themselves out without the need for adult support, but reassured that staff are close by. Older children confidently pursue their own interests in their learning. They follow their own ideas as they create crafts, developing their own work confidently and independently.

Children are respectful and kind to one another. Staff use praise and encouragement to help children to recognise their positive behaviour. Staff support younger children to use kind hands. They model to children how to interact with one another. The oldest children demonstrate their strong understanding of the impact their behaviour has on others. For instance, they politely ask their friends to pass them things they need during activities. They wait patiently for their turn, showing high levels of patience and respect. The oldest children demonstrate their strong communication by engaging in thoughtful discussions with staff and other children around them. For instance, they speak about who is important to them and the reasons why.

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

- Leaders have clear oversight of what happens at the nursery. They are reflective and adapt the setting to meet children's needs. For example, they transform an office space into a sensory quiet room to allow more space for children to relax and explore away from the busy environment of the main rooms. They consider the changing requirements of the families who use the nursery, adapting spaces to accommodate more children safely when required.
- Staff feel well supported in their roles. They receive a range of training to build on their knowledge and skills effectively. Communication between staff in the rooms is strong. They hold daily discussions about the children who are attending and the plans to build on their learning. They work collaboratively to support one another, as well as meeting children's needs. There is a clear key-person buddy system in place. This provides children with consistent staff to support their personal care needs and helps them to deepen their strong bonds with staff even further.
- Children who speak English as an additional language make good progress overall. Despite leaders having clear strategies to support these children, there are some inconsistencies in the way that staff use these across the nursery. This does not fully support all children to settle and communicate their needs and choices.

- Parents feel well informed about the progress their children make. Staff recognise the importance of building positive working relationships with parents and how this benefits the children. Parents appreciate the care that staff provide their children, speaking positively about the bonds their children build with staff.
- On the whole, staff's interactions with children are positive and respectful. However, occasionally, some staff do not allow time to help the youngest children to understand why routine tasks are happening during busy periods. For instance, they do not support children to understand that they need to wipe their faces after they have got up from the lunch table. As a result, there are occasions where children are more resistant to these tasks taking place and these interactions become more challenging for staff to manage.
- Children develop their vocabulary consistently over time thanks to the support and interactions of staff. Staff introduce relevant words through songs and simple books to babies, who begin to repeat these words back to staff appropriately. Older children broaden their vocabulary through the carefully considered interactions of staff. They learn new vocabulary relevant to the activities they complete. For example, staff speak to children about how to 'sprinkle' glitter and use it 'sparingly', explaining clearly why this is important and what these words mean.

## 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:**

- embed consistent approaches to support children who speak English as an additional language to communicate their needs more effectively
- support all staff to develop children's understanding of why routine tasks need to take place and promote consistently respectful interactions at these key times.

## Setting details

<b>Unique reference number</b>	EY487177
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10370669
<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>	87
<b>Number of children on roll</b>	145
<b>Name of registered person</b>	Kindred Education (NE London) Limited
<b>Registered person unique reference number</b>	RP525469
<b>Telephone number</b>	01992 676613
<b>Date of previous inspection</b>	9 December 2021

## Information about this early years setting

Kindred Cheshunt re-registered in 2015. The nursery employs 25 members of childcare staff. Of whom, 14 staff hold appropriate early years qualifications at level 2 and above. The nursery opens from 7.30am to 6.30pm, Monday to Friday, for 51 weeks of the year, except for bank holidays. The nursery offers funded early years education places to all eligible children.

## Information about this inspection

### Inspector

Jenny Hardy

## Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector jointly observed staff's practice. They discussed the impact of staff's interactions on children's learning and development.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed 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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