

# Inspection of Kindred Girton

Camboro Business Park, Oakington Road, Girton, Cambridge CB3 0QH

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Inspection date: 24 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are extremely happy and confident in this warm and nurturing setting. Babies form secure attachments, which supports their emotional development and a love of learning. Young children learn through meaningful sensory experiences, and older children experiment with leaves in the garden, seeing how far they can blow in the wind. From an early age, children confidently express their feelings and self-esteem. Children give praise to one another while making diya lamps with mouldable dough for Diwali. Babies join in with singing and puppets and cheerfully clap when they have finished.

Older and younger children have opportunities to play together in the outdoor areas. This has a positive impact on children's early social development and supports smooth transitions to the next stages of their learning. Children are kind to one another and understand what is expected of them. Staff consistently model kind behaviours and speak to children about how they are feeling. This supports children who struggle to regulate their behaviour. Children are motivated to learn and staff support children through play, taking their lead. For example, children in the pre-school room vote on what to call their new pumpkin that they have.

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

- Staff know their children extremely well. They add new language to play experiences, and children find joy in repeating new words. For example, staff discuss 'scooping and chopping' potatoes with younger children as they cut potatoes with pretend saws. Although there are good opportunities for children to learn new language, at times children are not given the opportunity to think about their responses to questions.
- Children are taught about how to maintain a healthy lifestyle. Older children discuss brushing their teeth after a staff member has visited the dentist. Younger children have opportunities to move their muscles in ball pools and pull themselves up on low-level furniture. All children can move freely into the outdoor area at any time of the day. They play with hoops and are praised as they are taught to roll and push and match the action to the word. Older children hold big branches and measure them against each other, discussing which one is the tallest.
- A new manager has recently been appointed. There is a strong and committed leadership team in place. Together, they evaluate practice and identify clear ideas about where the nursery is now and how they are going to continue building on the good-quality, inclusive education. They use training methods, such as regular monitoring of staff practice and positive role modelling, to embed good-quality care.
- Support for children with special educational needs and/or disabilities is very

good. The nursery's special educational needs coordinator works closely with the manager and very competently with parents and other early years professionals. Children with delayed speech and language, including those who speak English as an additional language, benefit from effective targeted interventions delivered by trained staff. This helps to ensure that gaps in learning are identified, and all children make good progress.

- Staff form very positive partnerships with parents. They create opportunities for parents to support their children with learning at home. For example, parents borrow books from the 'lending library' to read at home with their children, meet with staff at 'family fun days' and are kept informed about their children's progress via an online app. Parents praise the staff and state that they are 'extremely dedicated, hardworking and enthusiastic'.
- Children are taught about managing risks and keeping themselves safe. Children know not to use the trim trail when it is slippery from the rain. They talk with adults about using 'loud voices' to indicate when something may be dangerous as they carry large sticks around the growing area. Children have access to lots of resources at low level, which allows them to be curious and lead their play. However, there are times when staff do not make the most of opportunities to develop children's independence. For example, younger children have aprons put on for them and do not have opportunities to wipe their own noses.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff and leaders complete mandatory safeguarding and paediatric first-aid training. This helps them to protect children's welfare and enables them to provide appropriate care in the event of an accident. Staff have an up-to-date knowledge of safeguarding. They are confident in identifying and reporting concerns about children's welfare without delay, including safeguarding concerns such as radicalisation. The management team ensures that robust recruitment and selection procedures are followed when appointing staff, to ensure the safety of all children. Regular supervisions are carried out to ensure that the ongoing suitability of staff is monitored.

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

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

- allow children more time to think about their responses to questions, to help increase and challenge their learning even more
- create more opportunities for children to learn skills to develop their independence.

## Setting details

<b>Unique reference number</b>	EY447888
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10235805
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	100
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Kindred Education (Cambridgeshire) Limited
<b>Registered person unique reference number</b>	RP520591
<b>Telephone number</b>	01223 233751
<b>Date of previous inspection</b>	22 December 2016

## Information about this early years setting

Kindred Girton registered in 2012. The nursery is open from 7.30am until 6pm all year round, with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 22 staff. Of these, eight hold appropriate early years qualifications at level 3 and one holds a qualification at level 4.

## Information about this inspection

### Inspector

Amy Clarkson

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspector and the nursery management team carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- Observations of activities indoors and outdoors were made by the inspector and assessed against the impact these have on children's learning.
- A joint observation of an activity was carried out with the manager.
- The inspectors looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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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