

Inspection of Kindred Wanstead

1a Draycot Road, LONDON E11 2NU

Inspection date: 5 August 2022

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 at this setting have warm and secure relationships with staff. Children and families receive a welcoming greeting by friendly staff at the entrance door. Staff demonstrate a genuine interest in children and their families. This helps children to feel a sense of belonging and supports their personal development.

The managers and staff have ambitious plans, structures and routines in place to support children's learning. The special educational needs coordinator works effectively in partnership with outside agencies and parents to ensure that all children with special educational needs and/or disabilities receive good support. In addition, the key-person system supports children's continuity of care. This has a positive impact on the quality of education that all children receive.

Older children confidently speak to the inspector, explaining 'we like to play with our friends, playing racing cars'. Staff kindly help children to understand how and why it is good to share toys with their friends. This approach has a positive impact on how children respect and treat one another. Children share resources and take turns in their play. They behave well and staff set clear expectations.

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

- Children develop their physical skills. For example, staff supervise young children to carefully walk from their room upstairs to the outdoor area downstairs. In addition, toddlers paint in a large space in the outdoor area. Babies beat drums as they take part in a nursery rhyme activity. These opportunities have a positive impact on children's developing bodies, particularly their large muscles.
- Staff have a good understanding of how to ensure that children of all ages and stages develop their independence skills. They plan the environment well to help children to do things for themselves. For example, during an activity with flour, when ginger and cinnamon fall on the ground, toddlers take a child-sized broom to sweep up.
- Staff encourage children to develop a love of reading. Children sit in small groups with staff and listen with interest to stories. Staff skilfully point out the main characters and explain the story. This has a positive impact on young children's developing listening and speaking skills.
- Children benefit from a range of activities that develop their communication skills. For example, staff and children have a conversation about why some construction workers wear earmuffs on building sites. However, on occasions, staff answer their own questions and do not allow children enough time to think, respond, make mistakes and solve problems for themselves. This means that children do not always have time to develop their thinking skills.
- Staff gather information before children start and use this to plan for their

learning. However, the managers have not put in place strategies to help staff to fully understand the importance of children being able to use their home languages. Staff do not consistently include important words in children's home languages into their practice and do not always explain the benefits of this to parents. This does not help all children to value their home languages.

- Staff organise the environment so that all children can join in with activities to support their early mathematical development. For example, outdoors, children join in with number songs, such as 'One, two, three, four, five, once I caught a fish alive' as staff organise a water activity with fishing nets and marine-life role play. Indoors, staff use children's interests to help them to practise and embed other mathematical concepts, such as matching numbers to quantities.
- Partnerships with parents are strong. Parents feel that staff are approachable, friendly and professional. They value the support and information that they receive from the managers and their children's key persons. This helps to support children's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The managers ensure that all staff have a sound understanding of the potential risks to children's safety and well-being. Staff know how to take action to keep children safe. They have a good understanding of child protection, including how to report any concerns. Staff know the signs and symptoms of when children may be exposed to or drawn into extremist views and behaviours. The nursery environment is safe and secure for staff to teach and for children to learn.

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 reflect and respond so that they build on their thinking and problem-solving skills
- build staff's understanding of the importance of using children's home languages and extend their confidence in explaining this to parents.

Setting details

Unique reference number	EY397452
Local authority	Redbridge
Inspection number	10208939
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	80
Number of children on roll	100
Name of registered person	Wanstead Nursery Limited
Registered person unique reference number	RP529156
Telephone number	02085307045
Date of previous inspection	13 September 2021

Information about this early years setting

Zeeba Nursery registered in 2009. It was renamed as Kindred Wanstead in 2018. The nursery is open each weekday from 8am to 6pm, with an optional earlier start or later finish between the hours of 7.30am and 6.30pm, for 51 weeks of the year. The nursery provides funded early education for children aged two, three and four years. There are 23 members of staff. Of these, 13 hold relevant early years qualifications, including five members of staff who hold childcare qualifications at level 6 and above.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision, and discussed the safety and suitability of the premises.
- The managers and inspector completed a learning walk together.
- The managers and inspector carried out joint observations to assess the quality of the education provided.
- The inspector spoke with staff at convenient times during the inspection.
- A meeting was held with the managers to discuss their leadership and management of the nursery.
- The inspector observed the quality of the education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents spoke to the inspector about their children's experiences at 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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