

Inspection of Kindred Bournemouth

9-11 Kinson Road, BOURNEMOUTH BH10 4AQ

Inspection date: 11 October 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are confident to come into the welcoming nursery where staff greet them warmly and support them into activities of their choice. Key persons know their children particularly well and are able to recognise when they need reassurance, and as a result, all children show good levels of confidence. Children's behaviour is good. They show consideration to others and cooperate well. For example, pre-school children wait patiently for their friends to finish measuring objects before they can use the tape measure.

Staff deliver an interesting curriculum that takes into account children's individual needs and interests. Staff are clear about what the children need to learn next and ensure their interaction and teaching support this. For example, when staff find a worm, they encourage the older children to notice its features and measure it to learn about size. Staff encourage them to make their own worms from dough. Children show great excitement and use their language well to express themselves. Babies explore water by tipping and pouring using a variety of resources. They watch with wonder when staff spin a metal ball in the water. With good staff input, toddlers are beginning to compare size and weight and recognise which cake is the heaviest as they make birthday cakes in their role play.

Staff build good relationships with parents. They communicate in a variety of ways to ensure that parents are well informed about their child's progress and how they can support them at home.

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

- The new management team has worked hard since the last inspection to make sure that children's individual needs are met and they make good progress in their learning. Staff have benefited from targeted training that has increased their knowledge and skills in supporting and meeting children's care and sleeping needs. Staff are clear on how to manage children's behaviour and safeguarding matters. In addition, management brings in experienced staff from their sister setting twice a week to role model good practice and raise standards. As a result, the staff team has more confidence and implements an effective curriculum.
- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator is very knowledgeable and supportive of parents and staff. She works with different specialists to make sure she is fully informed of the children's individual needs. As a result, children make good progress.
- Staff place a high emphasis on communication, language and personal, social and emotional development to make sure children have these as secure

foundations for learning. Staff use a variety of ways to communicate. Staff support children as they talk with them during their play and when they are reading stories and singing familiar rhymes. With younger children, they use pictorial cards and signing. This enables even the youngest children to express their needs.

- Staff have improved the curriculum and the way they interact with children, developing more purposeful learning opportunities. For example, children explore paint and creative materials, which they choose to develop their own ideas. Toddlers listen to stories and explore how the characters feel. Staff introduce new words such as 'spiky' as children use their senses to explore a range of different-sized pumpkins. This builds on their vocabulary. However, on occasions, staff are focused on the activity they are providing and do not notice when some children need additional help to join in, to increase their engagement and learning.
- Children's behaviour has greatly improved since the last inspection. Staff teach them to value and respect each other through turn-taking games and a clear explanation of why some behaviour is unacceptable. Children cooperate very well with one another. For example, they work together to rebuild a tower of bricks when it topples over.
- Babies have particularly strong attachments with the staff caring for them. Staff follow respectful care practices to help the babies feel safe and secure. Babies are confident in exploring their environment and seek comfort and cuddles when needed. Older babies show high levels of confidence. For example, they climb into a tray and splash in the water, squealing with delight as they enjoy the experience.
- Staff make good use of the outside areas to provide different learning opportunities for the children. Pre-school and toddler children skilfully climb equipment and practise their balancing. They master the skill of peddling tricycles and negotiate pathways. However, at times, when the toddlers and pre-school children use the garden together, it can become very busy. As a result, some children lose concentration and do not have the space to develop their play and fully try out their ideas.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff have undertaken a lot of training on all areas of safeguarding. Management has tightened its induction procedures to make sure every member of staff has a good understanding of their role and responsibility from the outset. Staff undertake risk assessments daily to ensure the environment is safe and secure for all ages. Children learn how to use equipment safely, and staff are positive role models to help children learn how to stay safe. For example, they demonstrate how to use scissors safely and the climbing equipment in the garden.

What does the setting need to do to improve?

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

- develop a more consistent approach to support all children to join in the activities to increase their engagement and learning opportunities
- review arrangements for the garden to make sure that during busy times, children have the space to play.

Setting details

Unique reference number	EY463516
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10299836
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	101
Number of children on roll	104
Name of registered person	Kindred Education (Bournemouth) LLP
Registered person unique reference number	RP900953
Telephone number	01202522354
Date of previous inspection	5 May 2023

Information about this early years setting

Kindred Bournemouth registered in 2013 and is part of a chain of nurseries. It operates from dedicated premises in Wallisdown, Bournemouth. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round, excluding public holidays. The nursery provides funded education for children aged two, three and four years. The nursery employs a team of 22 staff, made up of permanent and bank staff, who work with the children. Of these, 12 hold appropriate childcare qualifications from levels 2 to 3.

Information about this inspection

Inspectors

Lorraine Sparey
Michelle Heimsoth

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The lead inspector completed a joint observation with the nursery manager and discussed the findings.
- The manager, area manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to parents to gain their views.
- The inspectors held discussions with the manager and area manager. They reviewed relevant documentation and evidence of the staff's suitability.
- Children spoke to the inspectors about what they enjoy doing while at the nursery.
- The inspectors spoke to staff at appropriate times throughout the inspection. They observed the quality of education provided, inside and outdoors, and assessed the impact this is having on children's learning.

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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