

Inspection of Kindred Rayleigh

40 Eastwood Road, RAYLEIGH, Essex SS6 7JQ

Inspection date: 28 August 2024

Overall effectiveness **Good**

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

Leaders place a strong emphasis on working closely with parents to support children's well-being. Parents are welcome to spend time in the nursery on arrival and collection. This input means staff are especially well equipped to meet the ever-changing needs of the youngest children. They follow babies' unique routines in a very nurturing environment. Parents are also actively involved when children transition through the nursery and, with their key person, help their children settle into the new room. Staff act as calm role models. They respectfully interact with children and each other. In turn, children are polite to others, listen carefully to instructions and follow rules to keep themselves safe.

Staff plan the exciting and inspiring garden to engage and enthuse all children. The indoor and outdoor areas offer children a wide range of interesting opportunities to play and learn, according to their abilities and individual interests. An enthusiastic team runs a forest school where older children regularly experience a variety of activities that support their all-round development. They learn about nature when they grow vegetables and paint the reflection of the clouds they can see in a mirror. Staff recognise the importance of children using all their senses to explore and find out more. Older children build on their fine motor skills as they manipulate coconut-scented dough infused with petals and lavender.

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

- The strong leadership team is dedicated to running a nursery where children and their families come first. They are fully aware of the context of the nursery and the different experiences children may have. Staff also say they feel well supported.
- Leaders meet regularly with staff and share relevant information to support their professional development. Recent training on 'respectful care' has helped staff consider their everyday practice and to be mindful of their tone of voice and the importance of high-quality interactions at nappy changing times.
- Leaders continually evaluate practice in the nursery. The pre-school room was recently reorganised to encourage children to be more engaged and focused on their learning. Leaders have successfully implemented packs to help parents at important times in their children's lives, such as having a new baby or visiting the dentist.
- Staff gather relevant information from parents when children first start. They address any gaps in children's development through meaningful interactions and experiences. Additional funding is used effectively to provide resources that meet children's specific needs.
- All staff understand the importance of secure relationships for children to thrive. However, leaders have not yet considered ways to consistently embed the key-

person approach from the start. That said, there is a strong emphasis on supporting children's emotional security. There are spaces for children to relax and regulate their emotions. Staff provide children with strategies to deal with conflicts by themselves.

- Staff have worked together to develop an ambitious curriculum. Activities and experiences clearly reflect the aims of the curriculum and show progression as children advance through the nursery.
- Staff get down to children's levels and encourage them to share their thoughts and experiences to build on their communication and listening skills. They sit and read animatedly with individual children to encourage a love of books and reading. Staff working with babies offer them new words while they play. However, staff working with older children do not consistently introduce more complex or descriptive words to enhance children's vocabulary.
- Staff playfully introduce mathematics. Children joyfully sing songs and show the correct number of fingers to match the words. Older children work out how many objects they can balance on the scales and decide which are heavier or lighter. Staff suggest they look at the dial to read the numbers and compare weights.
- Staff implement a school readiness programme and share information to help smooth children's move to school. They also liaise with other provisions children access to provide consistency of care and education.
- Staff promote children's independence at every opportunity. Children are encouraged to make choices and pour drinks by themselves. They independently access water and tissues from 'care stations' to help them gain further awareness of their own needs.
- Parents find the nursery very welcoming and homely. They say that their children benefit from spending a lot of time outdoors and appreciate the daily chats with staff and the usefulness of the online system for sharing information. Parents are involved in the mandatory progress check at age two.
- Leaders strive to ensure the nursery is accessible for all children and their families. They work closely with a wide range of relevant agencies to enable all children to make good progress.

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:

- consider ways to embed the already strong key-person approach so that children

benefit from their special person right from the start

- support staff to introduce more complex vocabulary to extend children's communication and language skills further.

Setting details

Unique reference number	402033
Local authority	Essex
Inspection number	10354957
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	68
Number of children on roll	186
Name of registered person	ABC Rainbow Day Nurseries Limited
Registered person unique reference number	RP902394
Telephone number	01268 778078
Date of previous inspection	13 November 2018

Information about this early years setting

Kindred Rayleigh registered in 1996. The nursery employs 25 members of childcare staff. Of these, two hold an appropriate early years qualifications at level 2, 10 at level 3 and two of these also hold a level 6 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The deputy manager carried out joint observations of group activities with the inspector.
- 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 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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