

Kindred Westcliff

Unique reference number (URN): 2525560

Address: 303 Southbourne Grove, WESTCLIFF-ON-SEA, Essex, SS0 0AL

Type: Childcare on non-domestic premises

Registered with Ofsted: 08/04/2019

Registers: EYR

Registered person: Kindred Education (Westcliff) Limited

Inspection report: 21 November 2025

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Children's welfare and wellbeing

Strong standard ●

Managers and staff demonstrate excellent practice in promoting healthy eating, emotional development and independence among children. They support children's dietary needs through clear communication between parents and carers and all staff, including catering staff. They develop nutritious and balanced meals and snacks. Children are actively supervised during mealtimes, with staff engaging them in meaningful conversations that support their speech and language development. Staff use snack and lunchtime routines effectively to model good manners, encourage independence and reinforce healthy eating habits. The team implements robust safeguarding arrangements, with clear procedures for allergy management, sleep routines and hygiene.

Staff teach children how to lead healthy lifestyles exceptionally well. They teach them about good oral hygiene by using a variety of resources to support children in learning the importance of brushing their teeth regularly. Children develop independence and self-regulation through embedded routines, such as serving their own meals and managing personal care. Children benefit from plenty of exercise in the fresh air, moving their bodies in a variety of ways to enhance their fitness. Staff plan outdoor learning and forest school activities to further enhance children's independence, teamwork and confidence in natural environments, fostering a lifelong connection with nature.

Children's emotional development is a clear strength in the nursery. For example, staff use resources, such as a sensory room and activities using mirrors and books, to help children understand and regulate their emotions. Staff provide consistent support for children from the youngest to the oldest. They promote children's independence through free-flow snack times, where children select food, pour drinks and clean up after themselves. Key persons establish warm, secure and responsive relationships with babies and children, creating a strong sense of safety and belonging.

Inclusion

Strong standard ●

Managers and staff demonstrate a strong commitment to inclusion. They ensure that every child, regardless of their background or ability, receive full support to access the curriculum and make progress. Staff training is well-embedded and demonstrates a strong understanding of inclusive practice. The special educational needs coordinators have

attended all relevant training and are fully aware of the code of practice. As a result, children with special educational needs and/or disabilities (SEND) make excellent progress because staff understand their individual requirements and deliver meaningful learning experiences. Staff quickly identify areas of development through consistent observation and assessment.

Partnerships with parents and carers and professionals are strong. Staff actively involve families in planning and reviewing their child's learning journey. This fosters a collaborative approach that promotes consistency and confidence. Close collaboration with health, education and social care professionals ensures inclusion for all children's development. Children who are eligible for additional funding achieve well. The funding is fully targeted to enhance their learning and development needs. For example, specialist equipment and sensory resources help to create a calm space that supports children's physical and emotional development. In addition, the building of an outdoor classroom and enriched garden activities has had a measurable impact on those children's who get the most out of being outside.

The inclusive culture of the nursery is evident. For example, staff thoughtfully adapt activities so that every child can participate. Staff model respect and empathy, creating an environment where diversity is celebrated and all children feel valued and secure.

Expected standard

Achievement

Expected standard 

Children make progress and show high levels of interest in learning. They confidently explore the stimulating environment indoors and outdoors, choosing where they feel comfortable. Children develop their communication and language through stories and nursery rhymes. They take part in activities, such as filling containers and weighing fruits, to further their mathematical development.

Outdoors, children develop their gross motor skills through climbing and balancing, while toddlers enjoy sensory play with real fruits and vegetables. Older children show independence by dressing themselves and managing their emotions through yoga and sessions to explore their feelings. They engage in imaginative play, negotiate with their peers and refine their fine motor skills through creative activities, such as making play dough. Across the nursery, children are confident, curious and well prepared for their next stage of education.

Behaviour, attitudes and establishing routines

Expected standard 

Managers and staff provide a well-structured and nurturing environment that promotes children's emotional, social and behavioural development. Staff deliver clear and consistent expectations, resulting in positive behaviour and respectful interactions. Effective key-person arrangements ensure secure attachments for all children and support their smooth transitions between rooms. These transitions are carefully planned, with staff and parents and carers working together through meetings and room visits. This inclusive approach

helps all children, including those with special educational needs and/or disabilities, to maintain the setting's expectations and develop positive attitudes to learning.

Managers and staff know the children well and provide a well-sequenced curriculum that covers all seven areas of learning. Staff accurately assess children's progress. This helps them to be prepared for the next stage in their learning. Staff act as positive role models, encouraging kindness, respect and independence. Older children demonstrate independence in their self-care skills, such as dressing and toileting. Activities that promote sharing and turn taking contribute positively to the development of relationships among children. Staff use behaviour management strategies which include verbal explanations and visual prompts to reinforce their expectations. There are robust attendance procedures in place to safeguard children's welfare. Overall, children display positive attitudes to learning, strong emotional security and well-developed social skills.

Curriculum and teaching

Expected standard 

Managers and staff create a highly nurturing and inclusive environment where children consistently demonstrate high levels of well-being and involvement. Staff establish strong and positive relationships with children, ensuring that they feel secure and confident. They deliver a broad and stimulating curriculum. For example, young babies enjoy exploring sensory materials and gain confidence in their physical movement, as they hold on to low-level furniture. Toddlers have lots of fun as they develop their listening skills and speech and language. For example, they revisit familiar stories, such as 'We're Going on a Bear Hunt' and 'The Very Hungry Caterpillar'.

Older children learn about the world around them. For example, they observe birds in the garden and ask questions about what they like to eat. Staff plan these experiences effectively to promote children's communication, language and physical development. Children benefit from staff playing alongside them, commenting and introducing descriptive language. However, staff sometimes ask closed questions that limit conversations, and they do not consistently extend children's learning in their interactions with children, to help them to make even better progress.

Staff work in close partnership with parents and carers, using detailed baseline assessments and ongoing next steps that are tailored to individual needs. Consequently, children are well prepared for the next stage of their learning. Staff also consider and prioritise children's individual needs. Where there are concerns about children's development and progress, staff and leaders act swiftly to put in place any support needed. This includes one-to-one support and liaison with other professionals. Children demonstrate secure early mathematical skills through practical activities, such as counting, comparing quantities and exploring concepts of size and weight.

Leadership and governance

Expected standard 

Managers and staff provide a safe, stimulating and inclusive environment where children thrive. Managers have a clear vision and high expectations for staff and children, while also taking staff's well-being and workload into account when making decisions to ensure a balanced and supportive working environment. Recruitment, induction and supervision

procedures are rigorous, ensuring that staff are well qualified and supported. Professional development is prioritised through regular supervision sessions and targeted training. The special educational needs coordinators are highly trained to meet the individual needs of children with special educational needs and/or disabilities (SEND). As a result, children with SEND progress well.

Staff deliver good learning experiences that meet children's individual needs. Outdoor learning has been enhanced through the addition of the outdoor classroom and ongoing garden development, providing rich opportunities for exploration and physical development. Staff model language as children play. They talk clearly and slowly, encouraging children to repeat sounds and words back.

Managers maintain secure partnerships with families and the wider community. Parents and carers report effective communication and feel involved in their children's learning. Managers monitor health and safety practices closely and take prompt action to address any concerns. Risk assessments are completed for all areas of the nursery, including outdoor spaces. Staff understand their responsibilities and maintain a safe environment for children.

What it's like to be a child at this setting

Children are happy and safe at this nursery. They arrive full of excitement and ready to learn. Children thrive in this nurturing and inclusive nursery. Staff build trusting relationships, creating a calm environment where children feel secure, respected and confident to explore and learn. Children are warmly welcomed and supported to settle quickly. Staff are attentive and responsive, promoting children's emotional and physical well-being through consistent routines and positive interactions. This nurturing approach supports all children, including those with special educational needs and/or disabilities (SEND), ensuring that they feel safe and valued.

The ambitious curriculum promotes the holistic development of every child. Children make progress from their starting points. They are encouraged to lead their learning, explore their interests and develop independence. For example, younger children develop their early walking skills as they move around the role-play furniture. Older children have developed the skills under the supervision of staff to chop up vegetables to make vegetable soup.

Children behave well. Staff support children as they learn to take turns with the resources and to understand that sharing toys with their friends is kind. Staff help children as they learn to regulate their own behaviour. Children receive lots of praise and encouragement from staff, who are positive role models for them. Children develop their independence. They put on their own coats and shoes before going outside. Children follow effective hygiene routines, such as handwashing. They learn about the things that contribute to a healthy lifestyle, such as exercise, eating a balanced diet and looking after their teeth.

Next steps

- Leaders should strengthen teaching so that all staff consistently use purposeful questioning and extend children's learning.
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About this inspection

The inspectors spoke with managers, staff, parents, children and the SENCo during the inspection.

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 this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

A quality assurance visit by an additional inspector was carried out at this inspection.

Inspector:

Tina Mason

About this setting

Unique reference number (URN): 2525560

Address:

303 Southbourne Grove
WESTCLIFF-ON-SEA
Essex
SS0 0AL

Type: Childcare on non-domestic premises

Registration date: 08/04/2019

Registered person: Kindred Education (Westcliff) Limited

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Southend-on-Sea

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 21 November 2025

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

88

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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