

Inspection of Kiddycare Millman Street Nursery

Rear Of 38-42, Millman Street, London WC1N 3EW

Inspection date: 16 January 2025

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

Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly when they arrive at the setting. Staff greet children warmly, and children quickly engage in activities. Children display strong bonds with staff and reach out for comfort when needed. Staff know children well and plan a homely environment, where children have the freedom to select resources. Staff follow children's interests and find out what they have been doing at home to ensure that they build on what children know.

Staff prioritise supporting children's communication and language. They use a variety of strategies to help children to become confident communicators. Staff repeat words and use new vocabulary often. Children speak well, using visuals and signs confidently. Even the youngest of children or those who speak English as additional language learn new words quickly.

Staff are positive role models for children. They are calm, talk to children at their level and are respectful in their approach. Children have a good understanding of the setting's rules and staff's expectations, which means they follow instructions well. Staff celebrate children's positive attitudes and behaviour. When children need reminders, staff offer calm explanations to help children's self-regulation and nurture their emotional development.

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

- Staff are enthusiastic storytellers and are passionate about children developing a love of reading. They read and tell stories in engaging ways. Children listen attentively as staff use mystery bags, characters and props to retell stories. Staff use visits to the library, carefully chosen books and a story of the term to help children to be immersed in books.
- Babies settle well into the cosy and well-resourced environment that staff create for them. Staff gain as much information as they can about them before they start. They use this information to comfort them and support their development. Staff form strong attachments, so the babies feel safe and secure. Babies are curious, and they explore freely, enjoy song time and are excited for water play.
- Children develop good friendships and play cooperatively with their peers. This is evident when they use their imaginations in the outdoor kitchen, digging and scooping in the soil and painting on the easel.
- Staff promote and plan for children's physical development. Children benefit from plenty of opportunities to enhance their fine and gross motor skills. They particularly enjoy the play dough table and the tipping and pouring activities. Children engage in 'healthy mover' sessions where they learn and practise specific physical skills in fun and active ways.
- Staff encourage children's independence throughout the daily routine. They

support children to serve themselves snack and lay the table for lunch. The routine is embedded, and children know what is coming next. Children learn about healthy lifestyles, such as when they brush their teeth after lunch and enjoy a variety of healthy choices and a hot nutritious meal.

- Overall, children have positive attitudes towards their learning. They maintain attention as they play and use their own ideas. Children generally concentrate and enjoy their experiences. However, staff do not consistently extend the most able children's learning, which means, at times, they do not always remain engaged.
- Staff monitor children's learning effectively. They plan a curriculum that supports children's next steps in learning. Staff work with outside professionals to ensure that all children thrive. Children meet their targets and are ready for the next stage of education.
- Parents and carers praise the setting and are so pleased with how their children have settled. They comment that they form good relationships and receive regular feedback. Parents are happy with the bonds children form with staff. They have noticed the progress their children have made, particularly in their language development. Parents like having the opportunity to give feedback and reflect on aspects of the setting.
- Leaders and managers are dedicated to reflecting and improving the quality of outcomes for children. They support staff's skills and training through regular supervision sessions and monitor their workload and well-being. Leaders and managers have a good knowledge and understanding of where staff need further support to ensure that the quality of education is high.

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:

- enhance staff's understanding of how to extend children's learning so that teaching is more consistent.

Setting details

Unique reference number	2698801
Local authority	Camden
Inspection number	10367478
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 3
Total number of places	43
Number of children on roll	25
Name of registered person	Kiddycare Limited
Registered person unique reference number	RP903439
Telephone number	07976937877
Date of previous inspection	Not applicable

Information about this early years setting

Kiddycare Milman Street Nursery registered in 2022 and is located in the London Borough of Camden. It is open all year round, between 8am and 6pm, Monday to Friday. The setting employs six members of childcare staff, of whom five hold relevant early years qualifications. The setting provides government funded childcare.

Information about this inspection

Inspector

Sara Vincent

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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