

Kidzproof Ltd

Unique reference number (URN): 2770080

Address: Proof House, Centurion Way, Purfleet-on-thames, RM19 1ZY

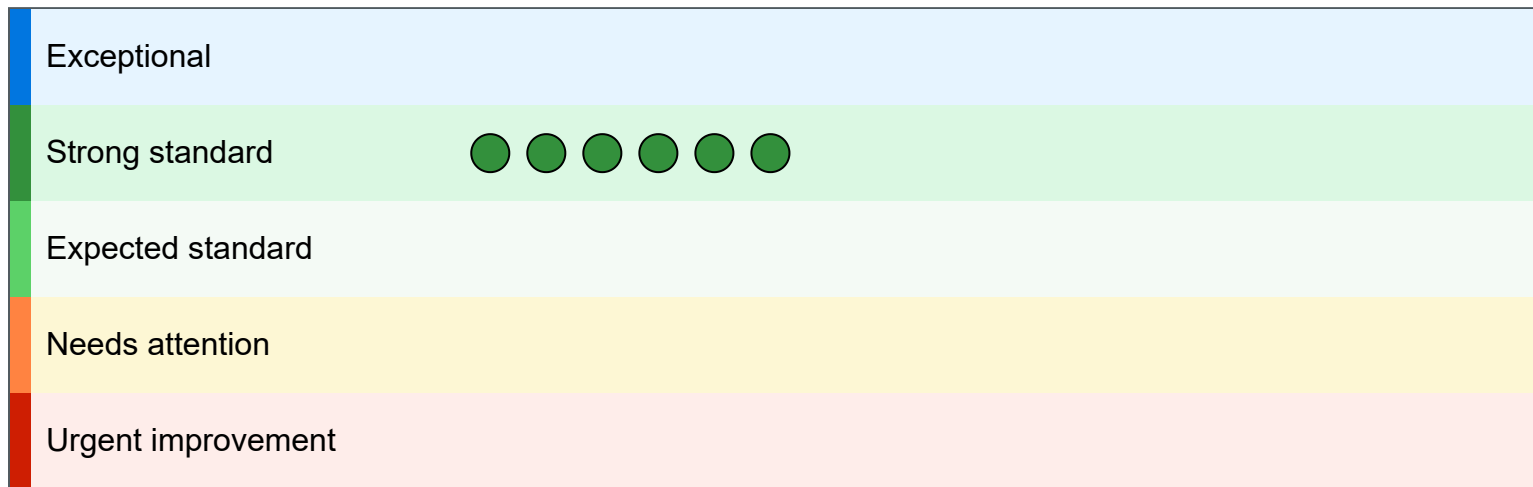
Type: Childcare on non-domestic premises

Registered with Ofsted: 03/01/2024

Registers: EYR

Registered person: KIDZ PROOF LTD

Inspection report: 9 April 2026



✔ 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 ●

Achievement

Strong standard ●

Children make substantial progress from their starting points across the curriculum, particularly in communication and language. They develop early communication through sounds, gestures and emerging words, and increasingly engage in shared interactions. For example, during play, children move from repeating single words to joining in interactive games, such as counting sequences. In other activities, such as using a ball run, children begin to take turns with support, tolerate others alongside them and show excitement through shared play. Children sustain attention for longer periods, for example when exploring cause-and-effect resources or engaging in adult-supported play, and begin to communicate their preferences and enjoyment.

Children with special educational needs and/or disabilities and those facing barriers to learning make significant and measurable progress. Children who initially showed limited engagement begin to initiate interaction, seek out others and participate in shared play. Others develop the confidence to tolerate food and explore textures. In some cases, children who were previously unable to walk now move independently.

Children develop increasing independence, communication and regulation skills. They engage more readily in routines, including snack time, where they begin to pour drinks and use utensils, supporting their next steps in learning and development.

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders establish a calm, predictable and inclusive environment where expectations for behaviour are clearly understood and applied. They ensure that staff use a shared approach, creating a secure and reassuring atmosphere for children. Staff build warm, trusting relationships and respond sensitively to individual needs. Children show they feel safe and supported, confidently seeking out adults for reassurance and engagement. Parents consistently comment that their children are happy to attend and often eager to come into the setting, reflecting the positive relationships they have built with staff.

Staff consistently support children to engage alongside others and begin to collaborate. During play, staff encourage children to take turns and remain alongside peers, helping them tolerate shared spaces and short periods of waiting. In group interactions, children join familiar routines, developing early shared attention and enjoyment. Staff respond skilfully to children's communication, for example, when a child initiates an interaction or uses familiar words, extending this into shared back-and-forth exchanges. As a result, children increasingly engage with others and take part in shared experiences. Parents consistently report that their children are more settled and relaxed and have made noticeable progress in engaging with others.

Leaders promote regular attendance and work flexibly with families, including accommodating external appointments so children do not miss sessions. Parents value this support. Staff tailor their approach to each child's development and set personalised targets. They use visual supports, well-established routines, and preparation for changes to support

understanding. Staff adapt strategies to support regulation, enabling children to settle, participate and remain engaged.

Children's welfare and wellbeing

Strong standard 

Leaders ensure that care practices meet children's individual needs effectively. Staff demonstrate a deep and consistent understanding of each child and implement personalised approaches, ensuring that children with special educational needs and/or disabilities and those facing barriers receive responsive and attentive support. For example, staff adapt routines and environments to meet sensory needs, enabling children to remain calm, focused and ready to engage. Staff build warm, responsive relationships with children, who confidently seek out familiar adults for reassurance and interaction, showing that they feel at ease and emotionally supported. Parents consistently comment on the care and attention their children receive and describe how staff support has helped their children to feel more settled and comfortable.

Staff support children to recognise and manage their emotions through well-established routines and carefully tailored strategies. For example, children access quieter spaces or familiar, calming experiences to support regulation. Staff model simple language and provide reassurance, helping children to express their needs and emotions more confidently. Parents report that their children are more relaxed and increasingly able to manage their emotions since attending, reflecting the thoughtful and responsive support provided by staff.

Staff support children's health and wellbeing through carefully planned routines. During snack time, children develop independence as they pour drinks and use utensils, while staff adapt approaches to meet individual dietary needs. Children who previously experienced barriers with eating begin to explore and tolerate food, demonstrating clear progress. Parents value the support provided around eating and daily routines, noting the positive difference this has made. These carefully considered approaches help children to feel comfortable, develop emotional resilience and build strong foundations for their overall wellbeing.

Curriculum and teaching

Strong standard 

Leaders demonstrate a clear understanding of the quality of the curriculum and teaching. They reflect on practice and make informed decisions to ensure provision remains responsive to children's needs. Leaders design a highly individualised, child-led curriculum that meets the requirements of the early years foundation stage, while prioritising the areas most relevant to children's current development. Staff adapt learning in the moment, following children's interests and motivators to engage them and extend learning meaningfully.

Staff place a clear emphasis on developing communication and language. They model simple, purposeful language, repeat and extend children's vocalisations and create opportunities for interaction throughout the day. For example, staff use structured approaches such as an 'attention bucket' to support shared attention and engagement. In child-led play, staff build on children's exploration, such as during sand play, where they model words like 'fill', 'touch' and 'dry', and extend learning into early counting and interactive games. Staff also support early mathematical understanding through practical

experiences, such as filling, emptying and counting. Parents comment positively on the progress their children make, particularly in communication and engagement, and value the guidance staff provide to support learning at home.

Leaders prioritise children's personal, social and emotional development. Staff support children to regulate, engage and build relationships through consistent routines, sensory experiences and carefully adapted environments. Staff demonstrate an in-depth and consistent understanding of every child. They confidently describe each child's needs and targets. Staff understand effective strategies to use and the involvement of external professionals and apply this knowledge in their daily practice. This ensures that teaching is precisely tailored and consistently implemented. As a result, children receive highly responsive support that enables them to engage, make progress and access the curriculum successfully.

Inclusion

Strong standard ●

Leaders identify and meet children's needs effectively, ensuring that all children receive highly individualised support. They work closely with parents and external professionals to understand children's starting points and implement targeted strategies that reduce barriers to learning, particularly in communication, regulation and independence. Staff demonstrate this in practice. For example, staff provide motivating sensory experiences, such as water play, adapting resources and offering sensitive support to promote sustained engagement and regulation. Staff use visual supports, well-established routines and respond to children's interests to extend learning. During play, staff support children to develop early communication through modelling and repetition, enabling progress from single words to interactive games and counting.

Leaders use additional funding, including interim Funding, Disability Access Funding and Early Years Pupil Premium, with clear intent to provide enhanced staffing, specialist resources and tailored interventions. Leaders regularly review children's progress and adapt support to ensure strategies remain effective. Staff demonstrate a secure understanding of children's individual plans and apply a clear approach to identifying needs, trying strategies and reviewing what works best. For example, where children find group activities challenging, staff introduce supportive strategies such as visual prompts or adult support, adapting these over time to build confidence and participation.

Leaders support disadvantaged families through well-established community links, including a local pantry and family hub. Children benefit from supported visits, developing life skills and confidence in familiar environments. Leaders work effectively with families and external agencies to ensure coordinated support. Staff demonstrate a secure understanding of each child, enabling them to engage, interact and participate in routines, feeling included and supported.

Leadership and governance

Strong standard ●

Leaders demonstrate a deep and assured understanding of the needs of children with special educational needs and/or disabilities. They speak with clarity and confidence about each child, their needs, interventions and the professionals involved. This knowledge is embedded across the staff team, who work with a shared sense of purpose and

demonstrate a consistent understanding of children in their daily practice. Leaders and staff operate as a cohesive team, ensuring individual plans are implemented effectively and support is aligned across the setting. Leaders continually reflect on their provision and take purposeful action to strengthen practice.

Leaders make decisions that place children at the centre of practice, including those children who experience disadvantage or face barriers to learning and wellbeing. They use additional funding to provide enhanced staffing, specialist resources and adapted environments, ensuring children can access the curriculum and make the progress of which they are capable. Leaders also establish well-developed links with community services, supporting families to access wider support and reducing barriers. This joined-up approach strengthens outcomes for children and their families.

Parents speak overwhelmingly positively about the setting and consistently describe the difference it has made to their children and families. They highlight clear communication, supportive relationships with key persons and a strong understanding of their child's targets. Parents value the guidance they receive, including support to access services and understand professional advice. This partnership with families is a notable feature of the setting.

Leaders prioritise professional development and continuous improvement. Staff access a wide range of training, strengthening knowledge and practice. This results in a confident, reflective team. Leaders also support staff wellbeing and manage workload effectively, fostering a culture where staff feel valued, listened to and motivated.

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

Children experience a highly nurturing and inclusive environment where they feel safe, valued and supported to engage in their learning. They develop strong, trusting relationships with staff, who respond sensitively to their individual needs. Children seek out familiar adults and accept support alongside them, demonstrating a secure sense of belonging. Children and their families are warmly welcomed into the setting and are fully involved in their children's learning. Families receive ongoing support, guidance and communication, helping them to understand their child's needs and next steps. This shared approach strengthens children's sense of security and continuity between home and the setting.

Children enjoy their learning and engage in a highly individualised, child-led curriculum. They explore sensory experiences, such as water and sand play, sustaining attention and showing curiosity. Children develop communication skills through meaningful interactions,

progressing from sounds and gestures to using words, counting and joining in simple games. Their individual preferences, interests and needs are recognised and valued, enabling them to engage in ways that are meaningful to them. Children learn alongside their peers and develop early social skills. They begin to tolerate others in shared spaces, take turns with support and participate in simple interactive play. Staff support these interactions consistently, helping children to feel included.

Children make meaningful progress from their starting points and overcome barriers to learning. They develop strategies to regulate their emotions, communicate their needs and engage with others. Children thrive as their uniqueness is recognised and supported. They gain confidence, independence and the skills they need to move forward in their learning and development.

Next steps

- Leaders should ensure continued improvement in the setting's successful work to remove barriers for children who need extra help to realise a transformational impact on all children's achievement and wellbeing.
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About this inspection

The inspector spoke with directors, leaders, practitioners, the special educational needs coordinator, children and parents 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 that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Inspector:

Rachel Wells

About this setting

Unique reference number (URN): 2770080

Address:

Proof House, Centurion Way
Purfleet-on-thames
RM19 1ZY

Type: Childcare on non-domestic premises

Registration date: 03/01/2024

Registered person: KIDZ PROOF LTD


Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

Local authority: Thurrock

Facts and figures used on inspection

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

 This data is from 9 April 2026

Children numbers

Age range of children at the time of inspection

3 to 4

Total number of places

24

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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