

Kinder Day Nursery

122 - 123 Livery Street, Birmingham, West Midlands B3 1RS



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| Inspection date | 3 October 2018 |
| Previous inspection date | 18 February 2014 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Staff do not manage children's behaviour consistently. They do not always help children to understand about acceptable ways to behave.
- Staff do not use the information gained from observations and assessments of children's learning effectively to plan for their future learning. Children do not make the progress of which they are capable.
- The management team does not monitor the progress that groups of children make in their learning, to identify potential gaps and to improve outcomes for children.
- Staff do not always encourage parents to share information about what new children already know and can do, to support the assessment of children's development when they first start.

It has the following strengths

- Staff offer settling-in sessions when children join the nursery, which helps to support children's emotional development. Overall, children settle well and enjoy their time at the nursery.
- Sound recruitment procedures are in place that help to ensure that staff are suitable to work with children.
- Staff cater well for children's individual dietary needs, including allergies. They provide nutritious meals and snacks prepared on the day and tailored to each child's needs.
- Children benefit from daily fresh air and exercise in the outdoor area.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|--|------------|
| ensure staff use effective behaviour management strategies and give children consistent support and guidance to learn how to behave well | 15/11/2018 |
| improve and monitor the quality of assessment processes to ensure that all staff use the information gained from regular observation and assessment of children's achievements to plan precisely for individual children's next steps in learning. | 15/11/2018 |

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

- gain more detailed information from parents when children join to help identify children's developmental starting points, and use this information to more accurately plan activities and experiences from the outset
- monitor the learning of different groups of children, to identify and address any gaps in learning at a faster rate.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the provider and the nursery manager.
- The inspector discussed a range of policies and procedures and looked at evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of leadership and management requires improvement

The management team does not monitor the quality of the assessment and planning processes sufficiently. The team does not have an accurate overview of the progress groups of children make. This means that any gaps in learning are not identified or addressed quickly enough. The management team evaluates the overall quality of the provision to help drive improvements. For example, the outdoor area has recently been revamped and there are plans to develop a further area for outdoor play. Safeguarding is effective. Staff are aware of the procedures for identifying and responding to any concerns about a child's welfare. Staff maintain a clean and safe environment. The management team provides regular supervision for staff and encourages them to attend further training to develop their skills. Staff share regular information about children's care with parents. This helps to promote continuity of care. Parents say their children are very happy at the nursery and that they are kept well informed about their children's progress.

Quality of teaching, learning and assessment requires improvement

Although staff are well qualified, this is not always reflected in the overall quality of experiences they provide for children. Staff do not always obtain enough developmental information from parents when children join the nursery. They do not consistently use the information they gain from observations and assessments to tailor their teaching and plan for what children need to learn next. Despite this, staff use some suitable teaching strategies to help enhance children's learning. For example, those working with babies encourage them to make and listen to various sounds using musical instruments. Staff working with older children join them to sing songs and rhymes. This helps to develop children's emerging language skills. Staff promote mathematical development well. For example, they encourage children to count and recognise numbers throughout the session.

Personal development, behaviour and welfare require improvement

Staff do not always respond consistently or use positive strategies to reinforce good behaviour. At times, staff ignore negative behaviour and do not help children to understand how to behave well. Babies and younger children sleep soundly in separate areas away from where other children play. Staff stay with children and consistently check on them, which helps to ensure their safety as they sleep. Staff encourage younger children to develop their physical and early mathematical skills in the outdoor area. For example, children enjoy filling and emptying a variety of pots and utensils with water in the outdoor area.

Outcomes for children require improvement

Children make steady progress. They are keen to play and learn. Children develop sound physical skills. For example, they enjoy using tools, hands and fingers to manipulate dough. Children demonstrate an early understanding of mathematics. They are beginning to use size and number language in their play. Children are gaining confidence in the basic skills to help prepare them for the next stage of their education, including the move on to school.

Setting details

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| Unique reference number | EY152753 |
| Local authority | Birmingham |
| Inspection number | 10068809 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 4 |
| Total number of places | 44 |
| Number of children on roll | 22 |
| Name of registered person | Aprex Limited |
| Registered person unique reference number | RP911241 |
| Date of previous inspection | 18 February 2014 |
| Telephone number | 0121 236 5959 |

Kinder Day Nursery registered in 2001. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 to 6. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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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