

# Inspection of Kinder Day Nursery

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

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Inspection date: 30 September 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff are warm and friendly. They help children to settle in, which means they swiftly become content in their care. Children are well cared for and they benefit from what they need during the day, such as bottles of milk, support with feeding, nappy changes and appropriate amounts of rest. This helps all children to feel comfortable and secure. However, transitions are not always as smooth as possible between activities and the daily routines in the room where two-year-old children are cared for. Nevertheless, children develop confidence and independence. They listen to staff and follow direction. They participate in the daily routine with encouragement and can select what they want to do during the day. The environment is well organised and the curriculum is broad. The quality of teaching and staff's interactions with children has risen since the previous inspection and is continually developing. Babies enjoy building with blocks, sensory play experiences, such as exploring water, and role play in the home corner. Toddlers delight in small-world play with vehicles and in messy play, for example, with slime. Pre-school children enjoy practising their physical skills by riding on scooters outside, and refining their pencil control and writing skills, including practising writing their names, as they role play being doctors. Overall, children progress well and are ready for the next stage in their learning.

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

- Leaders and managers are passionate. Since the previous inspection, they have worked closely with the local authority and have made a number of positive changes to improve practice. Staff understand their key roles. They benefit from a programme of supervision and professional development to help them to continually develop their skills. This helps to promote children's learning, safety and welfare at a good level.
- Staff know the children very well. They routinely observe them and assess what they can do. They identify key next steps in children's learning and plan focused activities to promote these.
- The nursery is welcoming and inclusive. Staff value children's backgrounds and cultures. They help them learn about and celebrate their differences, including religious festivals and world events.
- Children's health is well promoted. They have opportunities to learn about eating well, the benefits of exercise and the importance of good hygiene.
- Staff manage children's behaviour suitably and teach them to be kind, loving and polite. Children behave well. From an early age, they learn to share resources and take turns with their friends.
- Partnership working is good. Staff work well in partnership with parents, other providers and professionals to share two-way information about children's care and learning. Parents comment positively on the quality of the service provided

and the individualised attention their children receive. This fosters good continuity of care for children.

- Teaching is good. However, some staff are more confident than others and, ultimately, are stronger teachers. There is room to further enhance teaching so that children benefit from the best possible learning experiences.
- Staff adhere to children's personal routines and are sensitive to their care needs. Occasionally, transitions between activities and care practices are not well thought out and take too long, particularly in the room where two-year-old children are cared for. There is scope to review the organisation of the daily routines to make the most of the time children spend at the setting.
- Managers monitor teaching, planning and children's progress by using weekly audits, staff meetings, one-to-one sessions and assessment tracking. This helps to ensure that all children benefit from appropriate support and any gaps in attainment between different groups of children start to close.
- The manager is the special educational needs coordinator at the nursery. She is knowledgeable and ensures that children receive timely interventions, if necessary, including spending any additional funding appropriately. This helps to ensure no child falls behind.
- Children develop good communication, language and literacy skills. Staff talk to children, encourage them to sing plenty of songs, provide opportunities for mark making and help them to enjoy storybooks.
- Self-evaluation is good. Managers have a good overview of the quality of the provision and use this effectively to set targets for future development aimed at continually raising the standard.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers maintain accurate records and documentation. Staff are well trained on the nursery's policies and procedures. The recruitment and induction processes are robust. All staff are suitably vetted. The nursery is safe and secure. Daily risk assessments help to reduce any hazards. Managers and staff are knowledgeable about child protection procedures. They can identify different indicators of abuse or neglect and know how to report concerns, including the relevant agencies to contact, if appropriate.

## **What does the setting need to do to improve?**

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

- focus on further enhancing teaching and building staff's confidence in this area to increase the potential to disseminate consistently strong practice throughout the nursery so that all children benefit from the best possible learning experiences

- review the organisation of daily routines, particularly transitions between activities and care practices in the room where two-year-old children are cared for, to make the most of the time children spend at the setting.

## Setting details

<b>Unique reference number</b>	EY152753
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10081414
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Aprex Limited
<b>Registered person unique reference number</b>	RP911241
<b>Telephone number</b>	0121 236 5959
<b>Date of previous inspection</b>	3 October 2018

## Information about this early years setting

Kinder Day Nursery registered in 2001. The nursery employs 10 members of childcare staff, including the area manager, who is a qualified early years teacher. The provider holds qualified teacher status, the manager holds a foundation degree in early years and seven staff hold early years qualifications at level 3. The nursery operates from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Josephine Heath

## Inspection activities

- The inspector had a tour of the nursery and held discussions with the manager about how children's learning is promoted.
- The inspector observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of a planned activity with the manager of the nursery.
- The inspector spoke to staff and held a meeting with the management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of all staff working in the nursery.
- The inspector spoke to children and 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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