

# Inspection of The Kids Niche

53 Cartland Road, Sparkbrook, Birmingham B11 1EQ

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Inspection date: 22 March 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is inadequate**

Poor leadership compromises the safety and welfare of children at this setting. Staff do not demonstrate a secure understanding of safeguarding. They do not identify and minimise risks to children's safety. Children do not learn to behave well. At times, they snatch toys and resources from other children. Some children run or wander around the room aimlessly. There are not enough resources and activities on offer to interest and inspire children. When activities are planned, they are mundane and do not challenge children. For example, staff place jagged scissors on the table for children to cut along the lines on worksheets, however, children struggle to use the scissors. They become frustrated and leave the activity or tear the paper instead.

Children lack motivation. Staff do not have high enough expectations for children. Younger children are given heart pictures to make handprints with paint on. Staff hold children's hands over the paper to make the prints which limits children's creative development. Children play in a water tray and staff encourage them to wash plastic flowers and to see if they float. However, the water is too shallow to demonstrate this. Children develop sound physical skills. They enjoy running in the garden and riding on wheeled toys. Children manipulate dough to build strength in their small muscles.

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

- The overall quality of care and education is weak. The provider does not ensure there is always a manager or named deputy present. Records are not maintained to ensure the safe and efficient running of the setting. For example, staff-signing-in records are not always completed and possible safeguarding concerns are not recorded in children's records. This compromises the safety and welfare of children.
- The educational programme is poor. Staff are not given the appropriate support or training they need to teach effectively. They do not have a good enough understanding of child development or what children typically need to learn based on their age or stage of development. Staff have a poor understanding of how to use observation and assessment to plan for children's learning. They do not provide a wide range of activities to engage children in play and learning. This means that children make limited progress in their learning and development.
- When the manager does identify areas where children need to develop, such as developing independence, staff do not promote this effectively. They undertake tasks that children can try for themselves, such as putting children's coats on, pouring their drinks and wiping their noses. They ignore children who say, 'I can do it'.

- The key-person system is not effective. Staff do not tailor children's care or learning to meet their individual needs. For example, children of all ages are given plastic spoons to eat their meals with. This does not help to prepare children for school. Staff do not know children well enough and do not consider what children already know when planning activities. Staff do not focus their teaching on what children need to learn next and their interactions with children are poor.
- Parent partnerships are not strong enough. Staff share some general information with parents about their child's day. However, staff do not share accurate learning and development information to help parents to support children's learning at home.
- Staff do not provide enough support for children with special educational needs and/or disabilities. Key persons are not aware of targets other professionals have set for these children to achieve at nursery. This means these children do not make sufficient progress in their learning.
- Staff do not follow a consistent approach to support children to behave well. Although staff have established simple rules and boundaries, they do not help children to understand or follow them. As a result, children throw toys, or take resources from other children. They crowd around activities, pushing each other. Staff respond by saying, 'share nicely' or 'don't snatch' which children do not understand or respond to.
- Staff do not ensure children follow hygienic practice to promote their good health. Younger children wash their hands using only waters as there is not always soap available. This puts children at risk of cross infection, particularly COVID-19.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Staff do not have a sound understanding of safeguarding. Not all staff are alert to possible signs and symptoms of abuse or neglect. They do not know the correct procedures to follow if they have any concerns about adults working with children. Risk assessment is not robust. Children are at risk from hanging wires and hot radiators in the sleep room. The provider does not identify that children could injure themselves if they fall from a climbing wall outside. She has not taken sufficient steps to reduce the risk of injury, as she states that children 'would not fall far'. The provider does not implement a suitable mobile phone and camera procedure. Recruitment and vetting procedures are not robust because the provider does not follow sound procedures to check that new staff are deemed suitable. Although there is a policy in place to request references for new staff, this is not consistently implemented. This compromises the safety and welfare of children.

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

**The provision is inadequate and Ofsted intends to take enforcement**

**action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure there is always a manager present, or in the absence of the manager, that there is a named deputy who is capable and qualified to take charge in the manager's absence	08/04/2022
take all reasonable steps to minimise or remove risks in the nursery to keep children safe	08/04/2022
ensure all staff have a robust knowledge and understanding of safeguarding and child protection procedures, including the procedure to follow in respect of allegations against staff	08/04/2022
implement effective and safe recruitment procedures to ensure vetting procedures are robust enough to check the suitability of staff	08/04/2022
devise and implement an effective policy for the safe use of mobile phones and cameras	08/04/2022
improve the key-person system to ensure staff focus more closely on meeting children's individual needs and helping children to develop independence	08/04/2022
improve communication with parents and provide them with accurate information about their child's learning, to help them to build on children's learning at home	08/04/2022

support staff to effectively plan for children with special educational needs and/or disabilities, including helping staff to understand and focus on targets set by other professionals involved in children's care	08/04/2022
ensure staff follow a consistent approach to managing children's behaviour	08/04/2022
improve hygiene procedures to minimise the risk of cross infection, giving particular consideration to the risk of COVID-19	08/04/2022
make sure that records are maintained, to ensure the safe and efficient management of the setting, with particular regard to records of possible safeguarding concerns and staff signing-in records	08/04/2022
provide appropriate support, supervision and training for all staff to ensure they have sufficient knowledge and understanding to carry out their roles and responsibilities effectively.	08/04/2022

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure children benefit from a wide and varied curriculum with a range of learning experiences to consistently motivate and engage children in fun and purposeful play	06/05/2022
support staff to use information gained from accurate assessments of children's learning to identify and focus on what individual children need to learn next.	06/05/2022

## Setting details

<b>Unique reference number</b>	EY552444
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10231580
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	The Kids Niche Ltd
<b>Registered person unique reference number</b>	RP552443
<b>Telephone number</b>	01214484940
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Kids Niche registered in 2017. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 4pm. The provider employs five members of childcare staff, all of whom are qualified at level 2 or above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Trisha Turney

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector conducted a leadership and management meeting with the two owners of the setting, one of whom is the manager.
- The manager completed a learning walk with the inspector, where they discussed the curriculum.
- The inspector completed a joint observation with the manager where they evaluated the quality of teaching and practice together.
- The inspector spoke to parents, carers, staff and children throughout 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.

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