

Inspection of KIDS Family Centre

249 Birmingham Road, SUTTON COLDFIELD, West Midlands B72 1EA

Inspection date: 13 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children love exploring the outdoors and do so with confidence and independence. For example, they actively stack items together and smile as they watch them fall over. The staff's approach to children is very personalised to their individual needs. For instance, staff support children well to help them to persevere when at first, they are less confident and unsure. This contributes to the good progress that all children make in relation to their starting points. Staff create a calm environment and positive atmosphere for children as they play. For example, staff show high levels of patience and care towards all children. Consequently, children are happy and settled.

Children enjoy sensory experiences, such as sand and water play, as they fill and empty containers. The attachments between children and staff are secure. For example, staff use a range of effective strategies to support children as they learn to manage their own feelings and behaviours. Staff consistently praise children as they follow instructions and remind them of the rules of the nursery, where needed. Children respond well to this and they behave well. Staff plan a wide range of one-to-one activities for the children with special educational needs and/or disabilities (SEND). Children show their pleasure as staff engage in play alongside them as they smile and make sounds.

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

- The manager is committed to ensuring that children leave the setting able to achieve all they possibly can. Staff work hard to ensure that they meet the individual needs of all children and build effective relationships with them. Children confidently seek staff out when they require support. Staff show high levels of patience and care towards all children.
- Regular supervision ensures that staff are fully supported to meet the needs of every child. The manager monitors staff practice and the quality of teaching. However, this is not fully effective in helping to identify all areas where staff need further support to extend their knowledge and skills.
- Parents are delighted with the setting. Staff show new parents around the setting and have early discussions with them about their child. Staff inform parents about how their child is progressing. However, the manager has not identified where parent partnership working can be further extended to fully support children's continued learning at home.
- Staff have a clear understanding of the curriculum which covers all areas of learning. There is a strong focus on supporting children's communication and language skills. For example, staff get down on children's level and maintain eye contact. In addition, staff also use words and visual aids to support children's language skills. Children learn a range of ways to communicate and make their

wishes known to the staff. Children enjoy their one-to-one time with the staff. For example, they display positive attitudes as staff play alongside them. Children recall their previous learning with lots of excitement. For example, children sing the missing words in rhymes, such as 'mice', 'shhh', 'me', 'see'.

- Staff continue to assess and observe children to find out what they need to learn next to deepen their knowledge. Where there are concerns in a child's development, staff engage well with parents and other professionals to make timely referrals. This contributes to the good progress that children with SEND make.
- Leaders ensure that any additional funding they receive is used to meet the needs of the children who attend. For example, they purchased resources that support children to develop their emotional regulation. Staff recognise when a child needs their intervention to manage their feelings.
- Staff encourage children to try the variety of fruits on offer. Children start to understand how to eat more healthily. Staff pay close attention to children during nappy changes and are on hand to support them to wash their hands.
- Leaders deal with complaints in a timely manner, although they did not inform Ofsted when there was a change in their association, such as when people resigned. They do demonstrate a good understanding of other events that are notifiable to Ofsted.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff recognise a range of signs and symptoms of abuse. They know who to contact if a child is in immediate danger. Staff understand different types of abuse, including county lines and female genital mutilation. They liaise with external professionals and make timely referrals where there are concerns about a child's welfare. Leaders understand the action they should take if an allegation is raised about an adult. This includes referrals to the local authority designated officer and the Disclosure and Barring Service. Leaders take effective steps to check the suitability of those they wish to recruit.

What does the setting need to do to improve?

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

- refine partnership with parents so they are fully equipped to extend their child's learning at home
- enhance monitoring of staff practice to ensure that all staff have the best possible impact on children's development and experiences.

Setting details

Unique reference number	EY152709
Local authority	Birmingham
Inspection number	10116271
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 5
Total number of places	24
Number of children on roll	12
Name of registered person	Kids
Registered person unique reference number	RP900884
Telephone number	02123552707
Date of previous inspection	14 August 2013

Information about this early years setting

KIDS family centre opened in 1995. The setting employs six staff. All of these are qualified to level 3 or above. The setting opens from 9am to 3pm, Monday to Friday. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nominated individual and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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