

Inspection of The Kids Niche

53 Cartland Road, Sparkbrook, Birmingham B11 1EQ

Inspection date: 15 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children settle into the setting with support of their key persons. This helps children to feel safe and secure. Staff work closely with parents to ensure each individual child is supported well. Children learn about festivals and celebrations from a variety of different cultures. They visit local places, such as parks or the church, where they learn about being part of a wider community. Children giggle with delight as they actively ride bikes and play games together, such as What's the Time Mr Wolf?

Children behave well. They are polite to their friends when learning about the vets they make casts for their toy animals. They develop good social skills and are considerate. For example, they 'thank you' when their friends pass them a resource. Children use their imagination during play and pretend to be a doctor. They recall what they have been learning about and how to care for poorly patients. Children place bandages and plasters on their toy patients to help them feel better. They show motivation and concentrate as they decorate their home-made doctor's surgery. Children know that people go to a doctor's surgery when they feel unwell and know about the different treatments that doctors provide.

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

- The manager has a good understanding of the intent for the curriculum. She regularly monitors the quality of the provision. This is to ensure staff are providing activities for children that build on their knowledge. Children learn about the skills they will need to help them to transition to school. They learn about their emotions and how to overcome these.
- Staff use assessments well to support children with making progress in their development. They regularly review what the children can already do and what they need to learn next. For example, they use mealtimes well to help children to progress in their physical development. This includes using an unlidded cup instead of beaker and learning how to use a wider range of cutlery.
- The special educational needs coordinator (SENCo) works closely with children who may be falling behind with their learning. This is to ensure all children are making good progress. She works in partnership with parents and other professionals to ensure that children with special educational needs and/or disabilities (SEND) get the support they need at the right time.
- Staff attend regular supervisions and build on their professional skills following peer observations and discussions on improvements they can make. Staff speak highly of the opportunities to attend training and share the positive impact of this. For example, staff have built better knowledge of how to identify possible signs with younger children who may have SEND. Staff say their well-being is well supported. The management team has fostered a positive culture and

provide staff with a supportive working ethos.

- Parents speak highly of the support they receive for their children. Staff regularly meet with parents to discuss their child's development. Parents receive updates of their children's learning at the end of each session. Parents appreciate the newsletters that inform them of events in the nursery.
- Children learn to be independent in a range of activities. For instance, washing their hands or putting on their apron ready to paint. Staff follow effective procedures to support children's health.
- Children eagerly explore a range of interesting activities. Staff build on children's knowledge as they support them during adult-led activities. For example, children learn about the bones in a dog's body and make x-ray pictures of what they have learned. However, staff do not plan the learning environment as well as to fully challenge children during their independent play.
- Overall, children generally transition well between activities as staff plan good routines to support children to understand what happens next. Children's transitions between being in the garden and coming into the rooms are smooth. However, on occasions, staff are not successful when they support children between activities and daily routines, such as lunchtime. This means that children sometimes become slightly disengaged as they wait for the next activity or routine to begin.

Safeguarding

The arrangements for safeguarding are effective.

Designated safeguarding leads and staff have a good understanding of how to keep children safe from harm. They are clear on their roles and duty to report any allegations about a member of staff. The manager ensures all staff receive safeguarding training. They have opportunities to discuss any concerns. Since the last inspection, the manager has reviewed their policies and procedures and has a clear mobile phone policy in place. There is a robust safer recruitment procedure in place to ensure staff are suitably vetted to work with children. Daily risk assessments ensure the premises are safe and operating checks are routinely completed to monitor the premises throughout the day.

What does the setting need to do to improve?

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

- help staff to identify how to enhance the learning environment so this fully challenges children during their independent play
- review and enhance daily routines so children's learning can be maximised throughout the day.

Setting details

Unique reference number	EY552444
Local authority	Birmingham
Inspection number	10237553
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	24
Name of registered person	The Kids Niche Ltd
Registered person unique reference number	RP552443
Telephone number	01214484940
Date of previous inspection	22 March 2022

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 nine members of childcare staff; one is qualified at level 5, three at level 3, three at level 2 and one apprentice. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager carried out a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during an activity.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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