

Inspection of Kids Korner Day Nursery

43 High Farm Road, Hasbury, Halesowen, West Midlands B63 4JL

Inspection date: 6 December 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 Good

What is it like to attend this early years setting?

The provision is good

Children arrive happy at the nursery. They are greeted by friendly staff and settle quickly into their rooms to play. Children build close relationships with staff. This helps them to feel safe and secure while attending.

All children confidently access a range of play resources that interest them. They are content to play with staff and include them in their games. For example, children giggle with delight as staff crawl around the floor to catch them. Others sing along to familiar songs and rhymes, following the actions. Babies enjoy moving animals around in a light dusting of flour. They look at the marks they make. They learn the names of various animals. For example, when staff say what the animal is, babies attempt to find these. This shows their increasing understanding.

Children behave well. They respond positively to staff reminders and guidance to use 'kind hands'. Children receive lots of praise for positive behaviours. Staff model polite and respectful behaviour and consistently use good manners. This helps the youngest children to develop these skills. Children enjoy learning and have fun. They gain the skills they need to move on to their next stages in learning and their eventual move on to school.

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

- The manager has designed a curriculum which has a clear sequence of learning that children need to make continual progress. Staff gain detailed information from parents to decide what children need to learn next. However, staff do not always consider the interests of each child and some activities do not focus enough on the learning that each child needs, to make the most progress they are capable of.
- Children develop increasing physical skills in a range of ways. The youngest babies lay on their tummies to strengthen their core, in preparation for sitting. Older children practise their skills in climbing, throwing and balancing. The oldest children increase their competence in using one-handed tools. For example, they use scissors to snip play dough, while others confidently cut along larger pieces of paper.
- Children's speech and language are promoted well by staff. They speak clearly and use a wide vocabulary to help children to learn new words. Children enjoy taking part in storytelling sessions. Staff skilfully engage them in the storytelling and ask what happens next. The oldest children are eager to recall the story by themselves. Staff help children to listen to each other as they take turns to speak. Children in need of additional support develop their speaking skills rapidly. Staff use packages of support which help to focus on what these

children need.

- All children develop increasing independence. For instance, babies begin to feed themselves using appropriate cutlery. Young children learn to manage their personal care needs and begin to dress themselves. The oldest children are eager to tidy away after play. They divide the tasks between them and work together to gather items and carry the larger boxes to put away on the shelves.
- Children with special educational needs and/or disabilities receive the support they need. Staff devise specific support plans, working together with parents and other agencies so that children's needs are met. These children make good and consistent progress from their starting points.
- Staff receive appropriate training and support to help them to fulfil their duties. The manager evaluates staff practice and recognises a need to continue to build on the guidance and coaching provided, to ensure that all staff are supported to raise the quality of the learning for children even higher.
- Children have opportunities to learn about the similarities and differences in our communities and beyond their own experiences. They learn about a range of festivals and diversity by looking at books and through discussions. This helps them to develop a tolerance and respect for others.
- Parents speak highly of the setting and staff. They say they value the detailed information they receive that is accessed online about their children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a robust knowledge of child protection matters. They are able to identify the signs and symptoms which may indicate that a child may be at risk of harm. They know the procedures they must follow in the event of concerns about a child's welfare or about the conduct of a colleague. Staff know how to escalate their concerns if the need arises. Safer recruitment procedures are robust. This includes the background checks that are required to ensure that staff are suitable to work at the nursery. Routine checks are made on the nursery premises to ensure that they are, and remain, safe at all times.

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 focus more precisely on clearer learning intentions for activities, to support what individual children need to learn next, so that children make the most progress they are capable of
- strengthen current arrangements for staff supervision and coaching to further support staff to develop their quality of education practice to the highest levels.

Setting details

Unique reference number	EY494996
Local authority	Dudley
Inspection number	10266349
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	50
Number of children on roll	69
Name of registered person	Kids Korner Nursery Limited
Registered person unique reference number	RP905049
Telephone number	0121 6020022
Date of previous inspection	24 April 2018

Information about this early years setting

Kids Korner Day Nursery registered in 2016. The nursery employs 16 members of childcare staff. Of these, 12 hold recognised early years qualifications from levels 2 to 5. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round, except for Christmas and bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

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 provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching took place with the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the managers and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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