

Inspection of Kinder Care Day Nursery

32 Richmond Road, Stechford, Birmingham, West Midlands B33 8SH

Inspection date: 23 January 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy and safe at this inclusive setting. They behave well and play happily alongside their peers. Staff remind children of the 'golden' rules throughout the day. This helps children to know and understand the boundaries in place to keep them safe. Staff build warm and positive relationships with the children who they care for. Children receive an abundance of genuine praise and encouragement throughout their day. This is received with delight from the children and helps to build their confidence and self-esteem.

A range of planned activities and easily accessible resources enable children to select activities that interest them. This allows children to guide their own play. Pre-school children practise their mathematical skills as they make gingerbread men out of play dough. They count the number of buttons that they have made and recognise that they need 'two eyes' and 'one nose', just like them. They identify numbers and colours in a building block activity and use mathematical language as they identify 'big' and 'small' objects. Younger children demonstrate high levels of engagement as they use a range of tools to free the animals trapped in the ice. Children enjoy learning and exploring through play.

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

- Managers and staff have developed a curriculum that builds on what children already know and can do. Staff establish children's starting points through the settling-in process. They use observation and assessments to monitor children's learning and plan challenging next steps. As a result, children are making good progress in their learning.
- The setting has a well-established leadership and management team. The manager holds regular supervisions, allowing opportunities for staff to discuss training needs and other issues. The setting implements a step-by-step induction process for new staff members. However, the manager's systems for monitoring teaching practices are not fully embedded to continually raise the quality of teaching to a consistently high level and fully support new staff.
- Overall, staff support children's communication and language development well. Toddlers enjoy singing along to familiar nursery rhymes. Pre-school staff introduce descriptive words as they describe different textures in a painting activity. However, staff do not make the best use of the daily routines to fully support the youngest children to enhance and practise their growing vocabulary.
- All children have access to healthy, balanced and nutritious meals. They learn about healthy foods, oral hygiene and making healthy choices in a fun way. Children have plenty of opportunities to practise their physical skills in the outdoor area.
- Children learn about a variety of festivals and cultures. They have the chance to

try culturally diverse foods. This helps to raise children's awareness of diversity and cultures represented in modern Britain.

- Staff support children with special educational needs and/or disabilities to make good progress in their learning. Staff work in partnership with other agencies to ensure that they get the additional funding and support that the children need.
- Staff encourage children to be independent. Children are well motivated to attempt everyday tasks for themselves. They put on their own coats and eat independently at mealtimes. All staff encourage children to use their manners, and staff model positive relationships well. Pre-school children learn essential personal skills in preparation for school.
- Staff use a variety of effective teaching methods when interacting with children. For example, they play alongside children and offer support when needed. They model how to use the resources provided and then allow children to be creative and use their own imaginations.
- Parents describe being happy with the care that their children receive. Staff use an online platform to keep parents updated about their child's day at the setting. They keep parents informed about their children's next steps and provide guidance on how to support children's learning at home. Parents value the feedback they get about their child's progress and describe the staff at the setting as being 'amazing'.

Safeguarding

The arrangements for safeguarding are effective.

The managers have effective risk assessments in place to ensure that the premises are safe and secure indoors and outdoors. All staff demonstrate a secure knowledge and understanding of the signs and symptoms that could indicate that a child is at risk of harm. They know the processes to follow to keep children safe. Their knowledge covers a range of safeguarding and child protection issues. Staff know the signs that a child may be exposed to radicalised or extremist views, or if a child had undergone female genital mutilation. Furthermore, staff know what processes to follow if an allegation was made against themselves or another member of staff. The management team follows safer recruitment guidelines and checks the ongoing suitability of staff to work with children.

What does the setting need to do to improve?

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

- support staff to enhance the quality and consistency of interactions with the youngest children to extend even further their growing vocabulary and language skills
- strengthen the current systems in place to monitor teaching practice to provide more-frequent and focused support for all staff and continually raise the quality

of teaching to the highest level.

Setting details

Unique reference number	EY341970
Local authority	Birmingham
Inspection number	10264549
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	0 to 4
Total number of places	50
Number of children on roll	48
Name of registered person	Aprex Limited
Registered person unique reference number	RP911241
Telephone number	0121 789 7897
Date of previous inspection	19 June 2017

Information about this early years setting

Kinder Care Day Nursery registered in 2007. It is situated in Stechford, Birmingham. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs nine childcare staff. Of these, seven hold relevant early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm.

Information about this inspection

Inspector

Roxanne Mason

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff 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 interactions between staff and children.
- The inspector carried out a joint observation of a small-group activity with the manager.

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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