

Inspection of KaiDrums Childcare

The Brambles, Plane Tree Road, Walsall, West Midlands WS5 4EJ

Inspection date: 16 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children play in a safe and welcoming environment. Relationships are positive, and children are happy and settled. Young children play happily with staff members and alongside each other. Friendships are forming among the older two-year-olds. They behave well and are learning that sometimes they must take turns and that some things must be shared. However, there are times when pre-school children's behaviour is unruly, and staff do not help them to understand the impact of their behaviour on other children.

Children develop independence. They learn to independently manage their personal needs and understand and adopt healthy habits, such as good hygiene practices. Children develop an understanding of dangers and how to keep themselves safe, for example, they learn how to cross over roads safely while enjoying walks in the local area. Children are physically active, both indoors and outdoors. Babies have daily access to play equipment that helps them to practise their climbing skills. Children eat healthy meals and snacks. Staff are aware of children's dietary needs and systems are in place so that children are not provided with food that would cause them harm.

Children develop the necessary skills that help them to become ready for the move on to school for the next stage in their education. However, the quality of teaching is variable across the staff team.

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

- The provider, who is also the nursery manager, makes sure that staff keep their mandatory safeguarding, paediatric first-aid and food hygiene training up to date. Room leaders support the provider in monitoring staff practice and identifying their strengths and areas where they can improve. However, systems are not fully effective in ensuring that teaching practice is consistently good across the staff team.
- Staff observe, assess children's level of development and plan for what they intend children to learn next. However, some staff do not see the learning potential in the activities and resources they provide for older children. These children do not consistently benefit from meaningful play across all of the seven areas of learning. That said, staff work successfully with parents and other professionals to make sure that all children who have special educational needs and/or disabilities receive any additional support that they need.
- Children practise their handling skills in different ways. Babies progress well from grasping with a whole hand to using a thumb and two-finger grip, for example, while posting shapes into slots. Staff encourage children to use tools, and two-year-old children are able to limit their movements while painting with chunky

paint brushes on small pieces of paper. However, at lunchtime, all children aged two years and older are provided with only a fork to eat chilli and rice. Consequently, much of their food spills onto the floor and the children do not learn how to coordinate cutlery held in both their right and left hands.

- Older children are inquisitive and confident communicators. Staff support their thinking skills while engaging in conversation with them. Staff encourage all children to develop a love of books and singing, and they identify how this supports children's communication and language development. Two-year-old children respond enthusiastically when invited to sing and dance. Signing is used effectively with those who have not yet developed speaking skills. Staff interpret babies' wants and needs as the babies communicate through different sounds while beginning to say single words.
- Teaching practice for promoting and supporting expected behaviour is not consistent for three- and four-year-old children. For example, when staff ask children to sit on the carpet, some do not respond, and when they do, they shout over each other. Staff do not support children to contribute and to take turns to speak. They repeat 'no running', 'no snatching' and 'no throwing', but do not provide children with any explanation regarding why they should not behave in this way. Staff do not make the most of opportunities for children to develop their emotional awareness, for example, by talking with children about why they are feeling angry or upset.
- Parents share positive views about the provision. They comment on friendly staff and the new things that children learn, and they say that the nursery is clean and well organised.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. Staff are aware of the duty to prevent children being drawn into situations that would cause them harm. Risk assessment is effective, and staff identify and successfully minimise potential hazards, both indoors and outdoors. Security is addressed so that children cannot leave the premises unsupervised and unwanted visitors cannot gain access. Staff recruitment and selection procedures meet requirements.

What does the setting need to do to improve?

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

	Due date
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develop aspects of staff supervision to provide training, coaching and support for staff to advance the effectiveness of their teaching for older children.	28/04/2023
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To further improve the quality of the early years provision, the provider should:

- maintain high expectations for older children's behaviour and communicate these consistently to help children reflect on their actions and further develop their understanding of right from wrong
- consider the appropriateness of the cutlery provided for children whose handling skills have not yet developed well enough to use these tools successfully.

Setting details

Unique reference number	EY485788
Local authority	Sandwell
Inspection number	10278353
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	0 to 11
Total number of places	65
Number of children on roll	65
Name of registered person	Raheem, Deborah Jane
Registered person unique reference number	RP514604
Telephone number	07800590548
Date of previous inspection	28 February 2022

Information about this early years setting

KaiDrums Childcare registered in 2015. The nursery employs 14 members of childcare staff. Of these, 11 hold an appropriate early years qualification, ranging from level 2 to level 5. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 6.30am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Jan Burnet
Lisa Gadsby

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The provider joined the inspectors on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspectors spoke to staff and children during the inspection.
- The inspectors observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations with the provider.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents' views about the provision were obtained.

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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