

Inspection of KaiDrums Childcare

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

Inspection date: 10 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy themselves at this fun and vibrant nursery. They leave their parents with ease and enter eagerly to join their friends. Staff provide a wealth of activities and experiences which excite and motivate children to play and learn. They know children well and focus their planning on what children enjoy. Staff have high expectations for children. They remind children of the need to share and take turns. Children learn what is expected of them. For example, they tidy away toys and resources at the end of the session.

There is a strong focus on children gaining communication and language skills. Staff encourage children to join in with singing songs and rhymes together. Children move their bodies enthusiastically as they respond to action songs. Staff encourage an early love of books and literacy. Children become engrossed in stories as staff read to them individually or in small groups. Staff provide a running commentary as children play; they model words and ask questions to extend children's vocabulary.

Staff provide dedicated one-to-one support for children with special educational needs and/or disabilities (SEND). They get to know children extremely well and understand how to meet their unique needs. Children respond to the nurturing support of staff with smiles, giggles and cuddles.

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

- The manager has a positive attitude towards continuous improvement and has taken action to address previous weaknesses. She provides regular professional development reviews for staff, who benefit from ongoing training to develop their practice further. The manager recognises that not all teaching is strong. She is working with newer or less experienced staff to drive the quality of teaching to a consistently high level.
- There has been a period of instability due to room and staff changes. This has had an impact on the workload and well-being of staff. Overall, most staff feel they receive appropriate support and supervision. There is scope to develop further strategies to improve the well-being of staff in order to raise outcomes for staff and children.
- The manager is the special educational needs coordinator and is passionate about supporting children with SEND. She is proactive in making prompt referrals to agencies where necessary. Staff work closely with parents and other professionals to ensure the best outcomes for children with SEND.
- Staff get to know children and their families well. Flexible settling-in sessions help to build relationships prior to children starting at the nursery. Individual plans for children are based on what they already know and what they need to

learn next. Children, including those in receipt of additional funding, make good progress from their starting points.

- Staff weave mathematics through activities and children's everyday play. For example, they encourage children to build towers with bricks and stack toys. Staff ask questions and discuss size and quantity.
- Staff promote healthy lifestyles. Children learn about the importance of making healthy food choices. A designated oral health coordinator works with children and parents to help them understand the effects of poor health choices on teeth. Children have various opportunities to be physically active. They thoroughly enjoy using large and small movements to improve their coordination and spatial awareness in the large outdoor areas.
- Parents receive ongoing information about the care and education their children receive. Staff speak to parents daily and provide learning information through an electronic app. They invite parents to stay-and-play sessions to further support parents to build on children's learning at home.
- Staff use successful strategies to help children manage their feelings and behaviour. They adapt their teaching effectively to support children at different stages of their emotional development. Staff provide gentle explanations and children understand the rules and boundaries in place.
- Children have a range of opportunities to develop independence skills. For example, children choose toys freely and self-serve snacks and meals. They go to the toilet independently and are confident to ask for support when needed. Children develop sound self-help skills to prepare them for their future move to school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop strategies to promote the well-being of staff, to increase their effectiveness and raise outcomes for children higher
- provide further training and support for staff to raise the quality of teaching to a consistently high level.

Setting details

Unique reference number	EY485788
Local authority	Sandwell
Inspection number	10285005
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 11
Total number of places	65
Number of children on roll	79
Name of registered person	Raheem, Deborah Jane
Registered person unique reference number	RP514604
Telephone number	07800590548
Date of previous inspection	16 March 2023

Information about this early years setting

KaiDrums Childcare registered in 2015. The nursery employs 17 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 2 or level 3. 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

Inspector

Trisha Turney

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.
- Interactions between staff and children were observed and evaluated by the inspector.
- The inspector completed a joint observation with the manager, where they evaluated the quality of teaching and practice together.
- The manager and the inspector completed a learning walk to gain an overview of how the curriculum is organised.
- The inspector spoke to children, parents and carers and took account of their views during the inspection.

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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