

Inspection of Kids Corner Aston Ltd

127 Frederick Road, Aston, Birmingham B6 6BP

Inspection date: 1 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff work in partnership with parents to ensure a personalised settling-in process for each child to help them settle and feel secure. They build close relationships with children and their parents and are nurturing and attentive to the needs of children. Staff consistently talk to children about their emotions and about the impact of their behaviour. Children understand the rules and routines in place and instinctively follow them. For example, during an outing to the local supermarket, children demonstrate high levels of control and behaviour throughout and follow the systems in place for their safety.

Staff have high expectations of children. Children often persevere during activities and show good levels of engagement. For example, children carefully use paintbrushes as they mix the paints to create new colours and paint ice cubes. Staff skilfully encourage children to think about why the ice is melting and the new colours they create. Staff help children to practise key skills they need for their future learning and in preparation for school. For example, children easily take turns and increase their independence as they work together to make dough. Children who speak English as an additional language are supported well to gain a good understanding of English. Staff working with babies obtain key words in their home languages, which they use with babies to help them to settle in.

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

- The manager has a clear understanding of what she wants children to learn at each stage of development. The prime focus of the curriculum is to provide children with rich, first-hand experiences within the local community and for children to engage with the natural world. For example, children visit the local park, fire station and places of worship, and these experiences are used well by staff as a learning stimulus. Staff successfully incorporate literacy and mathematics through the activities children enjoy most.
- Staff help all children to enjoy and take part in singing songs and rhymes throughout the day. For example, the youngest children delight in using the instruments as they sing, and enjoy making animal sounds related to the songs. Pre-school children individually stand and confidently recite the 'I am special' song. Staff help children to develop a fondness for books through daily story sessions and weekly visits to the library. This helps children to develop their communication and language skills.
- Staff provide an inclusive environment and there are effective systems in place to support children with special educational needs and/or disabilities. Staff complete language assessment tools to identify quickly any delays in children's communication and language. They use this information to help children to catch up and close gaps in their learning.

- Staff know their individual key children well. They carefully make observations of what children enjoy, monitor their development and identify their next steps in learning. Staff generally use this information to help children to build on what they know and can do. However, occasionally during group activities, staff do not precisely focus on what they want each child to learn. Therefore, on these occasions, although children engage well, staff do not support them fully to help them make the very best possible progress.
- The manager works alongside the staff daily and encourages them to evaluate the activities provided. Staff benefit from regular supervisions and some training. They speak highly of the support they receive. However, the manager does not precisely target where staff would benefit from further coaching and training to help raise the quality of their teaching practice to the highest level. In particular, the manager has not identified that less experienced staff do not always consider how to support the quietest children to increase their confidence to participate more fully during group conversations and activities.
- Parents are warmly welcomed into the nursery and attend many workshops throughout the year, which are planned around the various cultural festivals celebrated. Feedback from parents is overwhelmingly positive. They appreciate the advice they receive on how to support their children's learning at home and are impressed by the progress their children make.
- Promoting children's health is a prime focus. Staff monitor children's lunch boxes and work closely with parents to ensure that they incorporate healthy options. Staff ensure that children benefit from a walk daily or use the local park, as they recognise this is a high priority as there is not an outdoor play area on site.
- Ofsted has not been provided with all the information it requires about a new director in a timely way. However, this has now been rectified and the director has a Disclosure and Barring Service check. They do not have contact with children and are not involved in safeguarding issues or recruitment. Therefore, the impact on the children is minimal. There are robust systems in place for the recruitment of staff working with children to ensure that they are suitable to work with children.

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:

- support staff to focus more precisely on the learning intent during group activities to help strengthen the planning and implementation of the curriculum

- target professional development and coaching to enhance the quality of staff's teaching and interactions further, particularly with supporting quieter children to help increase their confidence in speaking in group situations.

Setting details

Unique reference number	2652432
Local authority	Birmingham
Inspection number	10339487
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	1 to 4
Total number of places	40
Number of children on roll	19
Name of registered person	Kids Corner Aston Ltd
Registered person unique reference number	2652431
Telephone number	01212504144
Date of previous inspection	Not applicable

Information about this early years setting

Kids Corner Aston Ltd registered in 2022. The nursery is situated in Aston, Birmingham and is open Monday to Friday, from 8am to 6pm. The nursery employs five members of staff. Of these, two hold an early years qualification at level 6, one holds a qualification at level 3, and two hold a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the nursery.
- The inspector, nominated individual and manager completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and nominated individual. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views.

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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