

# Riddins Mound Childcare Centre

Inspection report for early years provision

---

**Unique reference number** 255175  
**Inspection date** 05/03/2009  
**Inspector** Patricia Dawes

**Setting address** Training & Enterprise Centre, Applewood Grove, Cradley Heath, West Midlands, B64 6EW

**Telephone number** 01384 567 162

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Riddins Mound Childcare Centre is one of 13 provisions run by Sandwell Adventure Play Association (SAPA). It opened in 1997 and operates from a suite of converted rooms on the ground floor of a low rise block of flats in Cradley Heath, West Midlands. The centre is wheelchair accessible and children have access to an enclosed outdoor play area.

There are three child care provisions operating within the centre which are registered on the Early Years Register and both the compulsory part of the Childcare Register and voluntary part of the Childcare Register. The playgroup opens from 09.00 to 12.00 Monday to Friday all year round; the out of school group opens 14.30 to 18.00 Monday to Friday during term time and from 08.00 to 18.00 during school holidays and the open access group opens from 15.15 to 18.15 Monday to Friday during term time and 12.00 to 15.00 during school holidays. A maximum of 40 children may attend at any one time. There are currently 38 children on roll, some in part-time places. The provisions currently support a number of children with learning difficulties and/or disabilities.

There are five members of staff, four of whom hold appropriate early years qualifications to at least NVQ level 2.

## Overall effectiveness of the early years provision

The overall provision is good. Adults look after children well, giving a good standard of care and the centre is well led and managed. Children make good progress in their learning in the playgroup and out of school club. Support for children with learning difficulties is good throughout and staff cater for children's individual requirements well, in order to make them feel at home. Everyone is valued and included and effective planning systems support the staff in fully developing unprompted play opportunities; as a result children enjoy their time at the centre. An efficient working partnership with parents ensures they are kept informed of their child's care, learning and enjoyment; however, the centre has yet to fully develop a system for monitoring the quality of provision and identifying areas for improvement within all the provisions.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision
- develop further the system of recording observations of children to clearly demonstrate progress and planning the next steps in their learning.

## **The leadership and management of the early years provision**

The experienced manager of the centre is supported by her strong team, ensuring this is a place which is continually working to improve what is on offer. For example, all staff attend regular training to enable them to implement new ideas into their practice. Both staff and students receive a full induction into the centre. Staff meet informally to discuss planning and the manager is in the process of commencing staff appraisals. All areas from the previous inspection have been attended to, and a good start made at a formal process of evaluating what works and what needs improving in the groups. For example, the playgroup staff plan and assess what children are learning, this is currently under review to ensure greater impact on children's learning and development. Relationships throughout are collectively good and staff are kind and caring. The staff leads by example and have a strong belief in the importance of the consulting with children and allowing them to voice their opinions within out of school care. For example, children have set up their own committee to look at activities children like to take part in. This is a good example of promoting self-esteem, confidence and independence. Children's welfare needs are catered for well and there are strict procedures for keeping them safe, which are rigorously followed for example parents sign children out of the setting at the end of the session.

Recruitment, vetting and induction processes are rigorous and robust to fully ensure children are well protected. Effective systems to promote safety within the setting are in place such as a qualified first aider on the premises at all times. Risk assessments of the premises have been completed and are reviewed regularly. Staff have a clear knowledge of safeguarding children and of their role and responsibilities in reporting concerns. All required documentation is kept on the premises and details the required information regarding children's individual needs. The setting follows all required policies and procedures. As a result children's welfare is fully protected.

Parents are supportive of all of the centre's provision which means relationships with parents are good. Children's individual needs are well met as the setting has regular exchanges of information with parents regarding their routines. They also discuss children's progress and achievements and parents receive verbal feedback and examples of their work. Staff within the playgroup encourage parents to participate in their children's learning at home, providing information through newsletters and effective displays of children's progress like the 'colour trees' and 'number ladders' on the wall in the corridor. Relationships with schools and nurseries are still developing. The setting's has yet to formally evaluate the provision and assess the setting's strengths and specific areas for improvement to improve outcomes for children.

## **The quality and standards of the early years provision**

Playgroup children are beginning to learn well because staff are skilled, knowledgeable and use detailed information to plan what children need to learn. Systems to observe and assess information to move children on to the next steps

in their learning, have yet to be fully implemented. Children in playgroup experience a good, varied curriculum, with importance placed on developing social skills, independence, learning colours, letters and numbers. In the out of school club, children enjoy a plentiful range of activities, largely based on what they choose to do each day. The information and communication technology area, games room and art and craft areas are very popular and used well. Staff consults with children to plan activities in order to provide variety to stimulate their imaginations, rather than relying on tried and trusted favourites. Colourful wall displays help celebrate children's work and provide a welcoming environment, for example, 'under the sea' and the 'Wizard of Oz'. Displays of what children have been doing in the out-of-school club reflect current themes. The youngest children in this club enjoy colouring, constructing and are able to concentrate for some time. Assessments of how well children in the out of school club are progressing is confined to the staff's familiar knowledge and is not used to plan the next steps in play and learning. Younger children at the out of school club can relax and recharge their batteries, especially whilst watching television in a cosy, cushioned area which caters for their comfort needs. All children spend a considerable amount of time playing outside, which means they get a lot of exercise. They loved playing in the snow and for nursery children this was linked to the theme of big and small, by making snowman pictures. Children are all encouraged to eat healthily, however, staff do not continually reinforce procedures for hand washing with older children. This has the potential to compromise their health and well-being. Behaviour is managed well, especially for nursery children who are given lots of encouragement to carefully listen to what is being said.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection, no complaints have been made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Foundation Stage.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.