

# Redhill Robins Day Care Unit

Redhill Primary School, Wrights Avenue, Cannock, Staffordshire, WS11 5JR

<b>Inspection date</b>	10/10/2012
Previous inspection date	05/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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## The quality and standards of the early years provision

### This provision is inadequate

- Staffing arrangements are ineffective and do not ensure close supervision of children so that their needs are met and they are kept safe.
- Leaders and managers of the provision do not work coherently as a team to ensure the identification of strengths and weakness and continuous improvement of the provision.
- The self-evaluation procedures are ineffective and have too little impact on the provision as a whole.

### It has the following strengths

- Children are supported to learn about the importance of a healthy lifestyle.
- Children's interest about the world around them is supported through organised outings to places of interest.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector held meetings with the provider, manager and practitioners.  
The inspector scrutinised a range of records and documents, registers, policies and procedures, suitability of adults, complaints log, children's assessments and the self-evaluation systems.
- The inspector took account of the views of parents.
- The inspector observed activities in both the indoor and the outdoor areas.

## Inspector

Mary Henderson

## Full Report

### Information about the setting

Redhill Robins Day Care Unit opened in December 2002. It operates from a designated unit within the grounds of Redhill Community Primary School, Chadsmoor, Staffordshire. There is disability access to the building. The group is registered on the Early Years Register. There is a fully enclosed outdoor play space for the children.

The group has systems in place to support children with special educational needs and/or disabilities. They serve the local and surrounding areas and have close links with local schools. The group are open five days a week during school term time. Sessions are from

9am to 3pm. There are currently 41 children on roll, all of whom are within the early years age range. Five members of staff and the manager work directly with the children. All staff have a recognised early years qualifications to level 3. The group receive support from the local authority.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure the staffing arrangements, including the deployment of staff, meets the needs of the range of children attending, so that children are adequately supervised and safe at all times
- improve the overall quality of the provision, ensuring leaders, managers and practitioners have a clear understanding of their roles and responsibilities.

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

- use self-evaluation to monitor and analyse the effectiveness of the provision, to enable provision to drive forward successful improvement; take full account of the views of leaders, managers, staff, children and their parents.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The systems to assess children's learning and development include initial observations and discussions with parents about their child's likes and dislikes in order to help them settle. Generally, most staff foster close attachments with the children and encourage them to form friendships with one another to give them a sense of belonging to the setting. However, staff caring for some of the youngest children do not always consistently consider every child's individual needs, interests and stage of development to ensure their ongoing progression. This particularly relates to children's personal, social and emotional development and their communication and language development. Also, during activities to support children's co-operation and physical skills, such as small group singing and dancing, some children are not fully encouraged to engage and join in.

The staff organise various activities for the children to enjoy. These include being in the fresh air outdoors and using a range of equipment to develop their physical skills, such as riding their trikes, climbing and balancing and using water and brushes to 'paint' the shed wall. The staff also organise a range of outings to support children's interests. This includes walks in the local community to post their letters and to buy ingredients for their

baking activities. On outings, the staff also encourage children to notice the buds on the trees and flowers and the shapes and types of buildings they see along with way. This supports their understanding of their local community and world around. Children's interest is further extended as children explore various festivals around the calendar year. The staff also provide activities and resources for children that reflect positive images of diversity, including books, small world people and dolls. During registration time, older more able children identify their friends by name, answer to the register and count the date by clapping.

During indoor child-initiated play times, the children are provided with access to a suitable range of equipment and toys. They build tracks for cars and trains and they build houses for small world animals. However, at times the staff are not effectively deployed to ensure younger children are suitably supported in progressing towards their next developmental steps during play. This impacts on the staff's ability to ensure positive intervention with key children and ability to support transitions to nursery and school more effectively.

### **The contribution of the early years provision to the well-being of children**

At times, there are insufficient staff with the children, for example, not all staff are within sight and hearing of the children. As a result, children's well-being and safety is compromised during these times. The staff build regular routines for children so they begin to have a sense of order and begin to understand what happens next. For example, they know that they wash their hands before lunch and after toileting and to sit at the table to eat.

Children learn about keeping themselves safe as they are included in the fire evacuation procedures of the setting and their behaviour is managed appropriately as staff remind them to share and take turns with their friends. Children's work is displayed around their play areas. The children are encouraged to develop a healthy lifestyle as the staff provide them with daily opportunities to be outside and talk to them about the food they eat. Children's healthy lifestyles are further fostered because they are provided with healthy snacks of fruit and cereal with milk and have drinks of water throughout the day.

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

The leadership and management of the provision lacks inspiration and does not drive improvement through identified targets to ensure children benefit fully from the provision. The management and accountability arrangements are not clearly known and understood by all parties. Critically, the self-evaluation systems are weak and do not ensure sound analysis and monitoring of the provision. For example, systems do not ensure the full inclusion of the committee management, managers and the staff so that strengths and weaknesses are fully identified. Also, procedures in place do not meaningfully include all parents and their children. The safeguarding and welfare requirements are not always fully implemented. For example, at times staff are not effectively deployed to ensure the

adult to child ratio requirements are fully met. This then impacts on the needs of the range of children attending and their well-being and safety.

Recruitment and vetting systems ensure children are cared for by suitable adults. All staff have a sound knowledge of safeguarding issues and the procedures to follow should they have any concerns. To ensure aspects of the environment is safe, the staff undertake risk assessments in all indoor and outdoor areas and the children's outings. Children's records of attendance and important individual required documentation are maintained. Staff records are also maintained and their attendance is documented. The manager has systems in place to monitor staff development through appraisals, supervision, staff meetings and training. Staff are encouraged to attend training to enhance their knowledge and understanding on matters, such as child protection, food hygiene and first aid. The staff recognise the importance of the value of establishing positive relationships with parents and carers and, where relevant, external partners and professionals. There is information available to parents about how children's progression is linked to the Early Years Foundation Stage both at the setting and at home. Parents have access to the policies and procedures of the setting and provided with further information through regular newsletters.

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	218212
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	885333
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Redhill Robins Daycare Unit
<b>Date of previous inspection</b>	05/02/2010
<b>Telephone number</b>	01543 502181 or 01543572936

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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