

# Kiddies World

Kiddies World, Pound Road, Oldbury, Warley, West Midlands, B68 8NE

<b>Inspection date</b>	05/12/2013
Previous inspection date	28/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- The key person system works effectively as children's individual relationships with staff are recognised and their needs are then met accordingly.
- Children show good understanding of familiar routines. They respond to these appropriately as they are aware of what is expected of them, particularly with regard to their behaviour and safety.
- Partnerships with parents and other agencies are established so there is information shared regarding children and their progress.

### It is not yet good because

- Children's learning is not being fully extended or challenged appropriately because planning for children aged two and three years does not take account of information gained from observations assessments. This particularly refers to the programme for communication and language and mathematical development.
- Children do not use the outdoor area on a regular basis which means that they do not have the opportunity for physical exercise and fresh air.
- The setting is yet to establish a culture of continuous improvement and embed this into practice to ensure that future priorities are sharply focused, to bring about the most improvements for children.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities within the different areas of learning in designated rooms inside the setting.
- The inspector held discussions with the owner, the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector looked at the suitability and qualifications of staff working with the children.
- The inspector carried out a joint observation of a planned activity with the manager.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Carole Price

## Full report

### Information about the setting

Kiddies World Day Nursery was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is privately owned and managed. It operates from six rooms within premises in the Oldbury area of Sandwell, although currently only the downstairs of the property is used for childcare. Children are cared for in playrooms based on their age and stage of development. The premises are easily accessible, with access to the first floor via a flight of stairs. The setting serves children and their families in the local and surrounding areas. It operates from 7am until 6pm and there is an enclosed area available for outdoor play.

The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The setting opens Monday to Friday, all year round. Children attend for a variety of sessions. There are currently 15 children attending who are in the early years age group. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives 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 that planned activities particularly with regard to communication and language and mathematical development are adapted to take into account the information gained from observations and assessments, so they are appropriate and challenging particularly for children who are aged two and three years
- ensure that all children are able to access the outdoor area by providing a suitable environment so they can benefit from daily fresh air and exercise.

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

- improve the process for self-evaluation, to effectively identify priorities for development, enabling challenging targets to be set.

### Inspection judgements

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

The overall quality of teaching and learning requires improvement. Children are seen to be working within the typical range of development expected for their age and are generally prepared for their next stage of learning. Staff know the children well as they make regular observations of what children do, like and enjoy, therefore, plan a range of different activities and experiences. However, staff do not consistently use this information to provide experiences that are appropriate or to challenge further learning. For example, when making a present list for Christmas, all children are expected to cut out pictures from catalogues when they have limited scissor skills. Children's communication and language is developing. The setting uses a specific language programme to assess children's communication skills from which individual plans are then structured. This means that any specific learning needs are quickly identified and addressed. In addition to this, the setting then liaises with other professionals, such as speech and language therapists to ensure that children's needs are met. Staff caring for babies engage them well by making eye contact and use their voice to attract their attention to provide opportunities for early conversation. Daily singing sessions and actions songs are welcomed by the children and used well to support children's language development. However, staff interaction with children is variable within the setting, particularly for older children. For example, not all staff fully utilise opportunities to extend children's learning by talking with the children, by introducing new vocabulary or using effective questioning in all activities.

Children are welcomed into a relaxed environment where their personal, social and emotional development is fostered well. Staff take the time to get to know the children's likes, preferences and dislikes and they foster positive relationships with the children. All children, including babies, those with special educational needs and/or disabilities and children who speak English as an additional language, show a sense of belonging and begin to increase their confidence as they move around their environment. Babies enjoy investigating paint and other mediums supported effectively by staff who provide commentaries on what they are doing. They also use natural resources, such as wooden spoons and trays for music making. Older children also have access to two rooms, downstairs, where they choose resources and toys independently. Staff caring for children aged two and three years provide appropriate opportunities for children to begin to count, sort, match and consider shape and size through using a varied range of resources, such as puzzles and games. However, the more able children have fewer opportunities to extend their learning by considering simple mathematical concepts, such as weight, capacity, measures and numbers, through practical experiences, including water and sand.

Positive relationships with parents results in a steady two-way flow of information about the children's care and education. For example, all parents and carers receive daily feedback and also meet with staff to review their children's progress, which they can contribute to including the progress check at age two. Older children are learning the basic skills they need for school as the staff encourage independence and group skills. For example, children are learning to sit and listen as a group when listening to stories. They become used to routines, such as at mealtimes and they understand about waiting their turn for activities. Staff discuss possible routines at school with the children to reassure and prepare them. In addition, children's development files are shared with other providers when the children leave the setting, after consultation with parents.

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

Children are seen to be generally happy and well-settled in the setting. Staff offer positive praise and recognition for children's efforts and achievements. They are attentive to the children as they listen to their requests and are fully aware of their individual needs, supporting secure emotional attachments. An effective key person system makes sure that strong relationships are formed between staff, children and their families to promote an effective level of well-being. Children's work and photographs of them participating in activities are displayed, which contributes to their self-esteem and sense of belonging. Children demonstrate through their behaviour that they feel safe and secure within the setting. They behave well because the setting has rules based on kindness and safety. Staff encourage them to remember the rules and children respond. For example, when children become boisterous during singing time, staff remind them about being careful so that they do not hurt their friends.

Children are learning about safety and self-care through regular routines. They learn to keep safe as procedures are used, such as lining up and walking sensibly when accessing the toilet area. Therefore, children are developing an understanding of how to assess risk. Children are learning about self-care and personal hygiene, such as washing their hands before eating. Younger children's nappies are changed and toilet training needs are handled with sensitivity. Staff use this opportunity to engage the children in conversations that extend learning and build attachments. Babies move freely within the different areas of the indoor environment, in particular, enjoying items, such as dens where they can hide and play. Older children also have access to two rooms with a variety of resources from which they can make choices. Children do not currently access the outdoor environment, which means that they do not have opportunity for daily fresh air and physical exercise or to be challenged and learn to take risks safely. Children enjoy nutritious snacks and meals. Individual dietary needs are known by all staff.

Children are well-prepared for transitions in the setting and for entering school. Children have effective continuity of care and learning because staff make sure that when children change rooms they are extremely secure in their attachments and parents are fully involved. All babies and children have planned visits and these visits are well co-ordinated by the new key persons in each area. They spend time with the children to build up the visits to ensure their transitions are smooth. Staff support children to be highly confident and secure about moving onto school. They discuss school routines using associated pictures to aid and support discussions. Therefore, they are able to continue to learn and make progress.

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

Safeguarding meets requirements and causes no concern. Appropriate checks on adults are carried out to safeguard children and the welfare of children is monitored closely. All staff have a clear understanding of what they should do if they have any concerns about a

child. There is a thorough recruitment procedure in place. Children's well-being is supported as the premises are secure with safety and security procedures in place. There are secure collection procedures in place which ensure children are collected by a known adult. Children's safety is further promoted as the setting have addressed the actions from the previous inspection by fitting a fire door, installing safety glass and removing the rubbish outside. There are a wide range of policies, procedures and records, including accident and medication records and the use of mobile phones and social media sites, which positively support the safety of the children and the management of the setting. Partnerships with parents are effective and parents speak highly of the setting. They discuss how the setting supports children's self-care, such as toilet training and also how staff support those children who have difficulties with speech development.

The manager has an accurate view of the quality of teaching and knows what needs to be done to improve it. She currently observes staff and gives feedback verbally on what they need to do to improve their practice. The manager also spends time in the rooms supporting staff through modelling of activities as necessary. She is also starting to carry out staff appraisals to help further improve staff practice and also the quality of teaching. Staff have the opportunity to undergo regular training either identified by need or through choice.

The setting has started to identify their strengths and areas for improvement. However, the self-evaluation process is still in the process of being completed which means that this is not sufficiently focussed on implementing and identifying priorities for improvement. There are plans in place for more robust monitoring of children's progress to assist in early identification of needs along with monitoring of the areas of learning. The manager is focused on improving the setting and is working closely with the local authority implementing changes as necessary. There are positive relationships established with local schools and also external agencies which ensures that children receive appropriate interventions and support.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>	EY421874
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	870154
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Sita Kumar
<b>Date of previous inspection</b>	28/07/2011
<b>Telephone number</b>	07586 914 045

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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, which are usually the childminder's 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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