

Handsworth Day Care Centre

32/34 St. Peters Road, Handsworth, BIRMINGHAM, West Midlands, B20 3RR

Inspection date

24/03/2014

Previous inspection date

10/04/2013

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Leadership and management of the setting are inadequate. This has led to breaches in the learning and development requirements and the welfare requirements in relation to safeguarding and behaviour management. The committee has not informed Ofsted of a new manager and there is no deputy in place.
- Risk assessments are not wholly effective in ensuring children's safety with regard to the safety of the premises. This means children are not fully safeguarded.
- There are no strategies in place to monitor staff's practice, daily routines or ensure that all persons who have regular contact with children are suitable. This does not promote children's safety or well-being.
- Staff do not have a secure knowledge of how to manage children's behaviour; as a result, children do not always learn to behave in ways that are safe for others. This does not promote children's safety or emotional well-being.
- The quality of teaching is weak. Staff do not have a suitable knowledge and understanding of the Early Years Foundation Stage, resulting in children not always engaged in their learning or provided with activities that challenge and interest them.
- Poor deployment of staff hinders how children build emotional attachments with key persons who have limited knowledge and information about their needs.

It has the following strengths

- Parents are given regular information about their children's progress.

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 children's play and spoke to staff and children in the indoor environment.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to each child's key person.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector carried out a meeting with the registered person and the acting manager, and looked at and discussed a range of policies and procedures.

Inspector

Kerry Wallace

Full report

Information about the setting

Handsworth Day Care Centre was registered in 1971 and is run by a management committee. It operates from a converted two-storey domestic premises in Handsworth, Birmingham. The setting serves the immediate locality and also the surrounding areas. The setting opens Monday to Friday, all year round, except for Christmas holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There is an enclosed area available for outdoor play.

There are currently 31 children on roll in the early years age range. The setting provides funding for the provision of free early education for three- and four-year-old children. There are currently seven members of staff working directly with the children. Of these, six hold appropriate early years qualifications at level 3 and above and one is qualified at level 2. The setting receives support from the local authority and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that people looking after children are suitable to fulfil the requirements of their roles and responsibilities; this includes the role of the manager, deputy and designated person for child protection and safeguarding

ensure that practitioners and any other person who is likely to have regular contact with children (including those living or working on the premises) are suitable; this refers to recruitment processes and continued suitability of adults on the premises

ensure there is a named practitioner responsible for behaviour management in the setting with the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary; this includes how to group children according to the need and age

develop an effective system for dealing with behaviour management issues to ensure children are kept safe and to promote positive behaviour among all children

implement the risk assessment procedures more effectively to ensure hazards to children are kept to a minimum with particular reference to children's safety gates and broken radiator covers

ensure that every child's learning and care is tailored to meet their individual needs; this includes the deployment of staff to ensure the continuity of care by the child's key person.

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

- develop the quality of teaching by, monitoring staff's practice to ensure their interactions effectively extend children's learning and ensure training is focused on raising staff's knowledge of their understanding of the Early Years Foundation Stage and how to promote the characteristics of effective learning
- ensure staff are fully aware of the requirements of the Early Years Foundation Stage in relation to completing the progress check for children between the ages of two and three years, this includes sharing this information with other staff as they move into the pre-school room
- ensure the resources available to children, especially in the pre-school room, are sufficient to promote interest and challenge during activities to enable children to fully engage with their learning
- ensure children are provided with beneficial routines that support their emotional

and physical well-being and promote their independence skills.

Inspection judgements

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

The quality of the teaching across the setting is weak and this results in some children not making good progress. Staff do not interact with children neither are they knowledgeable or experienced enough to ensure learning is promoted. For example, children are not motivated by activities and are not encouraged to access resources that have more than one purpose, such as building blocks. Activities are not interesting to children, and this results in children becoming bored. Resources are not sufficient to facilitate children's learning and development. For example, the role-play area does not have sufficient dressing-up clothes or props and the computer cannot be used as there is no mouse. Consequently, children's learning and development are not effectively supported by staff interactions or activities and resources offered to them.

The deputy manager, who has since resigned, ensured that regular observations and assessments of children's progress, including the progress check completed between the ages of two and three years, were carried out. However, the current staff are not aware of the requirements to complete and share information regarding the progress check to ensure that early interventions can be sought. This is because their knowledge and understanding of the Early Years Foundations Stage is not secure. In addition, the ineffective key-person system does not ensure that staff are not fully informed of children's development and next steps as they move into pre-school. Children are happy in the setting and are confident to talk to visitors and ask them to read stories to them. This shows that their confidence and self-esteem is developing.

Children's transitions from home are well supported as staff gather information from parents about their children's individual interests on entry. Parents are given regular information about their children's welfare during daily verbal communication. This promotes partnerships with parents and involves parents in their child's learning and development.

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

Overall, children are happy to be in the setting, however, there are times when they do not engage in activities offered to them and are disinterested and bored. For example, children climb onto the window seat to see who is entering the setting and run around the room with no purpose. Staff do not engage with children to encourage them to be interested in activities and children are often left to occupy themselves. This does not support children's emotional well-being. Parents comment that they are happy with the setting and praise the staff for their caring attitude.

The key-person system is not well established in the setting. There is no continuity of care for children as staff are not effectively deployed to work with their key children on a

regular basis. For example, the key person for the toddler group was working with babies, therefore, these staff did not know the children they were working with well enough to ensure their needs were met. Additionally, this does not help to promote secure attachments or promote children's learning and development. Children's behaviour is not managed well. For example, children who are displaying unwanted behaviour, are placed in highchairs as a method of control. Current daily routines do not meet the needs of children as group sizes are too large and this results in a noisy and disorganised environment. This is mainly during the early part of the session in the pre-school room. This does not allow for children to engage in age-appropriate activities with their peers, nor have their individual needs met, as they are continually disturbed by younger children's unwanted behaviour.

Although children arrive from 7.30am, breakfast is served late at 10.00am and involves all children, including the babies, being together in one room. This is a chaotic time for staff and children as noise levels are so high that it is difficult for children to talk to their peers, which results in them raising their voices. In contrast, lunchtime is less chaotic as babies are not in the room with the other children. This allows older children to enjoy this time and engage in conversations with their peers and develop their social skills. Children enjoy healthy meals that are prepared by the setting's cook. However, staff do not exploit opportunities to extend children's independence and self-care skills during mealtimes. For example, meals are served to children and drinks are poured for them. Children enjoy regular outdoor play and benefit from fresh air and physical exercise. This promotes their physical well-being.

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

The inspection took place following concerns about the current management arrangements, the suitability of staff, the management of children's behaviour and risk assessments in the setting. There were concerns about the suitability of persons in regular contact with children, such as students. Risk assessments are ineffective in the setting because stair gates are left unlocked, and are not appropriately secured to prevent children from opening them. In addition, the radiator cover in the toddler room was broken and, therefore, not secure. Consequently, children's safety is not fully promoted. At present, the setting does not have a permanent manager or named deputy in place or a designated person to deal with behaviour management. This means that staff are not supported in their roles to ensure that children's learning and development and welfare are sufficiently promoted. These are also breaches of the Childcare Register requirements. Problems identified during the inspection are mainly because the leadership and management of the setting are currently inadequate. The committee has failed to notify Ofsted of any changes to the manager. Although the committee has seconded an experienced and qualified staff member to act as temporary manager, this is not effective, because she is unsure of how long she is likely to stay and has little control over current practice. The setting now has a designated person responsible for safeguarding. There are plans in place to ensure that up-to-date information is cascaded to all staff. This means that all staff are equipped with up to date information about safeguarding practice and procedures in order to strengthen their existing knowledge.

The setting does not have sufficient systems in place to ensure that self-evaluation is effective. Staff are appropriately qualified, however, they have limited experience and a poor knowledge and understanding of the Early Years Foundation Stage. For example, some members of staff did not know about the prime areas of learning and how to effectively promote these through planned activities and well-organised routines. Morning routines that include breakfast time are very chaotic and disorderly and result in children running around the room and displaying unwanted behaviour. This means that, on occasions, children are put at risk from other children's unwanted behaviour. Staff practice is not monitored and this has a negative impact on teaching as routines and practices do not promote children's learning and development.

The setting has been open for many years and has established close partnerships with parents, some of whom have been cared for at the setting. Parents express their satisfaction with the setting and remark on the friendly and approachable staff. The setting receives support from local authority workers and the committee have been working closely with them over recent events.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that the registered person and any person caring for, or in regular contact, with children: is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check and be mentally fit for the work (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure effective systems are in place to ensure that the registered person and any person caring for, or in regular contact, with children: is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check and be mentally fit for the work (voluntary part of the Childcare Register).

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

Unique reference number	229031
Local authority	Birmingham
Inspection number	962167
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	31
Name of provider	Handsworth Day Care Centre Committee
Date of previous inspection	10/04/2013
Telephone number	0121 523 7578 or 0121 515 3662

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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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