

Kiddies World

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

Inspection date	04/12/2014
Previous inspection date	05/12/2013

The quality and standards of the early years provision	This inspection:	3
	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

- Children make choices from a suitable range of age-appropriate activities and resources indoors, which contributes to their progress in learning and development.
- Children are safe and secure because the staff have a sufficient understanding of how to safeguard children and keep them safe, by effectively minimising risks.
- Staff form positive partnerships with parents, which promotes a collaborative approach to children's care and learning.

It is not yet good because

- Arrangements for monitoring the educational programme and the performance management of staff are ineffective. As a result, there are inconsistencies in the quality of the teaching and the assessments of children's progress. Consequently, children's progress is variable.
- The outdoor environment lacks inspiration and does not fully support children in all areas of their learning.
- Behaviour expectations at mealtimes are not consistently managed, resulting in some children not being appropriately challenged when they take food from others' plates.
- The process of self-evaluation is not yet extended to provide the nursery with a clear plan for overcoming weaknesses and identifying areas for further development.

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 in the indoor playrooms and the outside learning environment.
- The inspector conducted a joint observation of outdoor play with the manager.
- The inspector held meetings with the manager of the provision and spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children.

Inspector

Sharon Lea

Full report

Information about the setting

Kiddies World was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted two-storey building in the Oldbury area of Sandwell, and is privately owned and managed. The nursery operates from six playrooms over two floors and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff, seven of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 35 children on roll, 29 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- raise the quality of teaching and improve the accuracy of assessments of children's progress, to support children in making the best possible progress, for example, by monitoring practice and providing additional coaching to staff
- manage children's behaviour in an appropriate way by ensuring that all staff do this consistently and that all children are aware of the expectations of staff.

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

- enhance the outdoor area to create an inspiring and stimulating environment which promotes all areas of learning, and use this effectively to support children to make further progress in their learning and development
- develop further the self-evaluation process, to implement an effective action plan to overcome weaknesses and to identify areas for further development, in order to secure continuous improvement.

Inspection judgements

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

Staff have a reasonable knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Children are observed by staff during

their play, and staff use the information they gain to assess individual children's learning and to identify the next steps to support their learning further. This information is recorded on children's individual next steps sheets, which staff use to inform their planning. The planning system has recently been updated to ensure that it includes opportunities to support all areas of learning and identifies how adult-led activities will be differentiated, to meet the range of needs of the children in each room. However, observations are not being carried out consistently. This results in some children being sufficiently monitored and assessed, and others not, potentially resulting in gaps in learning which are neither identified nor addressed. Therefore, some children's individual needs are not being appropriately provided for as there is insufficient information available to plan a suitable educational programme which will enable them to make progress in all areas of their learning and development. Consequently, some children are not well prepared for school or their next stage in learning.

The quality of teaching throughout the nursery is variable. For example, in the baby room, staff are very responsive to the exploratory impulses of the babies. They explore a range of tactile resources together and staff talk about the different textures, enhancing the vocabulary of the babies. When the babies become interested in a sheet of bubble wrap, staff remove the babies' shoes and socks and observe as they thoroughly enjoy the feel of this under their feet, popping the bubbles as they walk along it. However, in contrast, when older children are outdoors, there are limited opportunities for exploration as the outdoor area is uninspiring and resources are not available to support all areas of their learning. In addition, staff engagement with the children is limited as they take on a supervisory role, rather than engage to extend children's learning. Consequently, the quality of teaching is inconsistent and opportunities for children's learning and progress are not maximised at all times. Staff promote communication and language development with children and babies by talking to them about what they are doing and using appropriate facial gestures. They sing together and enjoy a range of stories from the selection of books, which children can freely access. Children develop fine handling skills appropriately, as chalk, scissors and paint brushes are available for them to learn how to hold and use tools appropriately, in preparation for developing writing skills.

Staff keep parents informed of their children's progress through daily verbal exchanges and share their child's learning journals with them throughout the year. Staff complete the progress check for children between the ages of two and three years, where appropriate. During settling-in sessions, staff ask parents questions about their child's care needs and some information obtained relates to the child's learning achievements. This supports staff to identify children's starting points, enabling them to plan appropriately for their initial needs. Learning at home is promoted through the sharing of song sheets so that parents can sing with their children at home. Parents are also invited to join the nursery on outings, such as to see Father Christmas, and to bring in items from home, such as a teddy bear for the teddy bears' picnic. Appropriate strategies are in place to care for children with special educational needs and/or disabilities. Staff work together with other agencies to support the children's specific needs. Staff also work closely with the parents of children who speak English as an additional language. They gain key words from parents and use resources, such as a translator pen, to further aid communication.

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

Staff welcome children into the nursery and, as a result, they happily leave their parents and engage in play. Warm relationships are evident between children and staff. Children demonstrate they have formed secure attachments with staff as they confidently explore the environment and approach staff for a reassuring cuddle when they are tired or upset. When children first start in the nursery, they and their families are invited to settling-in sessions to commence a gradual admission into nursery. A key-person system is in place to support children's emotional well-being while they familiarise themselves with their new surroundings. Parents complete registration documents about their child upon entry, which provide the staff with information on the child's care routines, health requirements, allergies, special dietary needs and food preferences. As a result, staff are able to support children's care needs. When children are ready to move to the next age room in the nursery, appropriate arrangements are in place to support this and ensure their emotional well-being is maintained. Preparation for children's move to school includes developing their independence and self-help skills, and promoting their confidence in skills, such as writing their own name. Arrangements are in place to share the children's achievements with the reception teachers, who are encouraged to visit the nursery. This supports continuity of care and learning for children as they move on to school, and helps them to be emotionally prepared for the change.

Children are provided with a varied range of good quality resources indoors. Open shelving and labels on storage boxes and drawers enable children to freely select additional resources to support or extend their learning opportunities. Children behave well on the whole and demonstrate respect towards staff and one another. However, on occasion children's behaviour is not addressed according to the nursery behaviour policy. For example, when a child takes another child's bread at lunchtime, this is not appropriately addressed. Therefore, children do not fully understand behaviour expectations as incidents are not explained or addressed consistently. Staff promote children's self-help skills and emerging independence well on the whole. For example, children are encouraged to put on their own coats for outdoor play, feed themselves and wash their own hands. This helps to prepare them with some of the skills they will need when moving on to school.

Children's health is promoted through good hygiene practices. Children are beginning to learn how to care for themselves and they practise personal hygiene through consistent routines. They are encouraged to wash their hands at appropriate times, for example, prior to eating snacks and meals, and after messy play. A variety of meals and snacks are provided that contribute towards children's nutritional health. All children have daily opportunities to play outdoors in the fresh air. This enables them to be physically active through activities such as riding tricycles. They learn to manoeuvre obstacles and other children, keeping themselves and others safe. Children also enjoy physical activities indoors, as they dance and move in different ways to music. Children learn about the wider world through discussions and activities. They celebrate some cultural and religious festivals and access some resources reflecting positive images of diversity. Resources are set out into areas of play, such as craft, role play and construction. Children make their own choices about what they want to do, which helps them to develop their

independence. They learn how to keep themselves safe. For example, staff give them timely reminders, such as how to sit properly on a chair, and support babies in negotiating around the resources in the indoor environment.

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

The manager has a sound understanding of her responsibility to comply with the requirements of the Early Years Foundation Stage, to keep children safe. A range of policies and procedures, risk assessments and other documentation successfully enable staff to promote children's welfare. Staff are fully aware of the signs which may cause them concern regarding any safeguarding issues. They know how to act to protect the children and who to report any concerns to. Appropriate recruitment procedures are in place to ensure that staff are suitably qualified, thoroughly vetted and made aware of their roles and responsibilities. New staff participate in an induction process, including health and safety, and understanding how to put policies and procedures into practice, which is reviewed throughout their probationary period.

Since the last inspection by Ofsted, the manager and staff have worked with local authority advisers to address the actions and recommendation raised. They have developed their planning system to meet all areas of learning. Outdoor play is part of the daily routine and some resources have been added to the outdoor environment, although this still requires further improvement to support all areas of learning. In addition, the manager has started to carry out some self-evaluation of the nursery. However, this has not yet been effective in fully identifying all of the areas requiring improvement. Therefore, although improvements have been made, the nursery is not yet performing at a good level. A contributory factor to this is that in order to meet the required staffing ratios, the manager is often working within the nursery with the children. Therefore, the time she has available to monitor the staff and lead the nursery forward has been restricted. This has resulted in some under-performance with regard to the quality of teaching and inconsistent completion of assessments of children's progress. The majority of staff have relevant childcare qualifications or are completing training to achieve this. Additional training is accessed through the local authority, to enable staff to update their knowledge and further develop their skills. Staff share what they have learned from training with the rest of the team and identify how this can be used within the nursery. All staff regularly update their safeguarding and first-aid training, and so can attend to any accidents or first aid needs within the nursery. The manager has recently introduced appraisal systems for staff, to discuss the progress of their key children and their own professional development needs. However, arrangements for monitoring the quality of teaching and also how staff are managing children's behaviour, through observations of staff practice, are not currently in place. Consequently, practice is variable across the nursery.

Partnerships with parents are established through daily written or verbal information, ensuring that information is shared frequently about children's care and learning. This enables the nursery and parents to work together to support the individual needs of each child. Additional information is available to parents via notice boards and the nursery

website. In the event of any concerns about children's development, staff liaise with parents and external agencies to share information to implement early intervention. Staff work closely with other professionals, such as speech and language therapists, to ensure that children who need additional support receive this to promote their progress. Staff follow programmes, such as speech and language activities provided by therapists, with parental consent. In addition, staff work well with the local schools, which supports children who move on to school, as they are given opportunities to become familiar with the school environment and their new teachers.

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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY421874
Local authority	Sandwell
Inspection number	962909
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	35
Name of provider	Sita Kumar
Date of previous inspection	05/12/2013
Telephone number	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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