

# Handsworth Day Care Centre

34 St. Peters Road, Handsworth, BIRMINGHAM, B20 3RR

## Inspection date

08/12/2014

Previous inspection date

24/03/2014

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

4

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 are happy, confident and settled because they are cared for by very kind and caring staff.
- Staff form friendly relationships with parents, and regular two-way communication between home and the setting is suitably fostered to promote consistency of care for children.
- Children are safeguarded because staff understand how to identify and minimise potential safety risks, and know the correct procedures to follow should they suspect child abuse.

### It is not yet good because

- Staff working in the baby room do not always provide experiences for children that are accurately matched to their age and stage of development, or enable them to explore and express their creativity independently.
- Children do not have access to a wide range of resources to effectively support their learning and development in all areas, and staff do not always present, or use existing resources to best effect.
- Staff working with two-year-old children do not consistently promote children's independence and freedom of choice during snack times.
- The provider does not have effective arrangements for staff supervision to help monitor and consistently improve staff practice, and to successfully drive improvement.

## **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 inspected had a tour of the setting.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector observed activities taking place in both indoor and outdoor spaces.
- The inspector took into account the views of parents gathered through discussion during the inspection.
- The inspector viewed a selection of documentation and checked evidence of suitability for all adults working on the premises.

## **Inspector**

Carol Johnson

## **Full report**

### **Information about the setting**

Handsworth Day Care Centre was registered in 1971 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is run by a management committee. It operates from two-storey premises in Handsworth, Birmingham. There is no lift access to the first floor. The setting serves the immediate locality and also the surrounding areas. It operates Monday to Friday, all year round, except for Christmas holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. A holiday club is offered for older children according to demand. There is an enclosed area available for outdoor play. There are currently 26 children on roll in the early years age range. The setting provides funded early education for three- and four-year-old children. There are currently eight members of staff, including the manager, working directly with the children. Of these, seven hold appropriate early years qualifications at level 3 and one holds a level 4. The setting receives support from the local authority. It supports a number of 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:**

- ensure that staff supervision arrangements provide effective support, coaching and training for staff to consistently improve practice in all areas, and to successfully raise and maintain good standards in the quality of teaching
- ensure that all children are provided with challenging and enjoyable activities; in particular, improve the quality of teaching in the baby room to ensure that activities are developmentally appropriate and offer young children good opportunities to independently explore and investigate using all of their senses.

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

- improve the range of resources available to children across all areas of learning, and review the way that resources are presented and used in the baby room and toddler room, to more effectively meet the needs of children
- review and improve the organisation of snack times in the toddler room to provide two-year-old children with more opportunities to gain independence skills and make choices about the food that they eat.

## Inspection judgements

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

On the whole, children are happy, confident and keen to participate in the experiences provided for them. However, the quality of teaching is variable. Staff working in the pre-school room motivate children well and provide experiences that successfully inspire children to learn and to interact with others. Toddlers enjoy mark-making activities, and staff working with these children make sure that they have easy access to writing materials, such as crayons and chalk. However, staff working with the children in the baby room do not always provide experiences that are appropriate for their age and stage of development. Also, on occasion, activities provided for these children are too adult-led and do not provide sufficient opportunities for them to explore and investigate independently. As a result, not all children make good progress and the quality of teaching requires improvement.

Staff regularly observe children as they play and obtain adequate information from parents and other professionals about children's individual interests, preferences and abilities. Subsequently, staff use this information to plan experiences, assess children's progress and to complete any required written progress checks for children aged between two and three years. Furthermore, staff share information about children's progress and experiences with their parents, and suggest some learning activities that parents could do at home with their children. Some children attending the setting speak English as an additional language, and suitable strategies are used to help develop their all-round communication and language skills. For example, staff ask parents to share key words in their children's home languages, and staff use these, alongside English words, visual aids and gestures, in their interactions with children. As a result, children understand some of the things that staff say, and they learn English and are able to communicate their basic needs.

Staff plan and provide a variety of learning experiences for children, indoors and outside. For example, pre-school children go on walks and staff alert them to the many numbers, letters and shapes that are evident in the local environment. Toddlers run, climb and ride tricycles in the garden and develop strength in their muscles, balance and coordination. One-year-old children snuggle up close to staff and enjoy listening to them read stories. Consequently, children develop some of the skills they need in preparation for school and future life. Since the setting's last inspection, additional resources have been ordered to help enhance children's learning and range of play experiences. For example, the provider has ordered a variety of puzzles and multi-cultural dolls. However, the role-play area in the pre-school room does not always have many resources that successfully help children to see how words and numbers are used in real life. Also, some toys in the baby room do not have working batteries installed, and there are not enough challenging resources readily available to the older children in this room. Consequently, children's progress is not consistently supported to a good level.

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

Overall, children show by their words and actions that they are happy and settled. They often smile and laugh as they play, and readily go to staff if they need some support or reassurance. A suitable key-person system is in place and this promotes consistency of care for children and friendly relationships between staff and parents. Flexible settling-in procedures allow new children to adjust to change gradually. Parents are given the opportunity to send their children for short initial visits to the setting until they feel confident and secure enough to stay for longer sessions. All required information is gathered from parents and staff complete a daily diary sheet for children up to the age of two years. This diary sheet includes information about children's food intake, sleep times and nappy changes, and is supported by regular two-way verbal communication between parents and key persons. Daily routines tend to follow the same pattern and this means that children know what to expect throughout the day. Staff working with the one-year-old children are sensitive to their emotional needs, and respond positively to their smiles, facial expressions and babbling. Parents comment on the caring nature of the whole staff team and value the way that their children are made to feel special. Consequently, children feel safe and secure in the nursery, and partnership working between nursery and home is suitably promoted.

The setting is generally warm and welcoming, and maintained to a satisfactory standard of cleanliness and decoration. There is plenty of space for children to play and rest in the baby and pre-school rooms; however, there is not as much space in the toddler room. The manager is aware of this and explains how there are plans in place to turn her office into additional play space. Nevertheless, these plans are still to be realised. In addition, children currently being cared for in the toddler room do not always enjoy easy access to a wide range of resources and activities. This means that their well-being and progress are not promoted to a good standard. Children behave as expected for their ages and stages of development. Two-year-old children are starting to share and take turns in their play, and pre-school children understand the need to treat others with care and respect. Staff ask children how they are feeling, and encourage them to express their feelings and understand the feelings of others. Children's good behaviour, efforts and achievement are promptly acknowledged and praised, and staff work with parents to agree consistent behaviour management strategies. Consequently, children are motivated to behave and cooperate, and to participate in experiences. Also, they are developing some of the skills and attitudes they need for the next stage in their learning and their eventual move to school.

Children's health and safety are suitably promoted overall. They receive healthy and nutritious meals and snacks, and staff ensure that any potential safety hazards are swiftly identified and appropriately minimised. Children take part in regular emergency evacuation drills and road safety is practised on outings and promoted through everyday discussion. Children of all ages play outside on a daily basis and they receive plenty of opportunities to experience fresh air and physical exercise. Children run, climb and jump as they explore the outdoor area, and develop an awareness of the changes that happen to their bodies when they exercise. On the whole, mealtimes are thoughtfully used by staff to help most children learn and develop. Staff talk to children about the food they are eating, model manners and encourage interaction. Pre-school children learn to count as they help lay the table, toddlers develop communication skills as they talk about things that interest them

and babies learn to feed themselves. Nevertheless, snack times are not always used as effectively to support the two-year-old children. This is because staff do not consistently provide opportunities for this age group to choose what, and how much they would like to eat. Consequently, the independence and freedom of choice offered to these children is sometimes less successful, and so their well-being is not promoted to a good level.

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

Following the setting's last inspection, the provider received a welfare requirements notice, a number of notices to improve and three monitoring visits. Subsequently, the provider has made a number of improvements to help raise the standard of the provision. For example, all committee members have been appropriately vetted, and a nominated person is in place to represent the committee in dealings with Ofsted. Staff are better deployed, which this promotes greater consistency for children, and pre-school children have more opportunities to develop their independence skills at mealtimes. All staff have received some training in the role of the key person, the Early Years Foundation Stage, and how to complete the progress check for children aged between two and three years. Methods for recording who is on the premises at any given time are now effective, and children's behaviour is managed in a much more effective manner. Some additional resources have been purchased and made available to children, and further resources are on order. The provider continues to receive intensive support from the local authority and demonstrates a strong willingness and desire for improvement. Leaders and managers take some steps to review and monitor the quality of the provision. For example, staff regularly reflect on the quality of experiences they provide for children, and the manager routinely monitors children's progress to identify any individuals or groups of children requiring additional support or challenge. However, staff supervision arrangements are not rigorous enough to successfully drive and sustain improvement. Staff performance is not effectively monitored and improved. Even though staff have received a range of training since the last inspection, some staff still require additional coaching and support to provide consistently-good care and education. Consequently, the leadership and management, and the overall quality and standards of the provision require improvement.

Children are appropriately safeguarded. Staff are clear about the correct procedures to follow should they suspect abuse, and the premises are safe and secure. Management ensure that all staff are trained to recognise indicators of child abuse and have easy access to information about the Local Safeguarding Children Board guidance and procedures. Furthermore, staff's knowledge of child protection is regularly checked during staff meetings and through ad-hoc questioning by the manager. Risks to children are appropriately assessed and managed, and staff visually check the safety of the premises and equipment on a regular basis. Suitable recruitment and vetting procedures are followed by the provider and these ensure all adults working on the premises are suitable to do so. Visitors are closely supervised and children are only released into the care of authorised individuals. As a result, children's safety is protected.

Staff are fully aware of the importance of working in partnership with parents and other professionals. They regularly exchange information with parents, for example, about

children's welfare and progress. Newsletters and information displayed around the setting also help to keep parents informed. Some children attending the setting have special educational needs and/or disabilities and staff regularly liaise with parents and other agencies. They discuss support strategies and children's progress, and work together to ensure consistency of care for children.

### **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. 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

<b>Unique reference number</b>	229031
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	977483
<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>	31
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Handsworth Day Care Centre Committee
<b>Date of previous inspection</b>	24/03/2014
<b>Telephone number</b>	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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