

# Riddins Mound Childcare Centre



Training & Enterprise Centre, Applewood Grove, Cradley Heath, West Midlands, B64 6EW

<b>Inspection date</b>	5 August 2015
Previous inspection date	5 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not always plan learning experiences that sustain children's interest or that focus on their individual preferences and needs. This means that some activities are prolonged and dull and do not capture all children's attention.
- Staff do not always manage children's behaviour in a manner that is appropriate to their ages or levels of understanding.
- Self-evaluation is not robust enough to identify and address weaknesses in the quality of teaching.

### It has the following strengths

- Staff are considerate, caring and know the children well. As a result, children demonstrate that they feel secure in the setting.
- Staff have a secure understanding of their responsibility to protect children and they regularly attend safeguarding training. Staff support children and ensure their safety as they play and learn.
- Older children extend their understanding of their community and the wider world as they enjoy outings in the local area and to museums.

## What the setting needs to do to improve further

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

- ensure that children are provided with well-planned and well-resourced activities, both indoors and outside, that provide them with good levels of challenge and sustain their interest
- ensure that staff use appropriate methods to manage children's behaviour.

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

- review and extend the self-evaluation processes to identify areas to develop, in order to rapidly improve the quality of teaching.

### Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and the nominated person.
- The inspector looked at children's records, evidence of staff suitability and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to a number of parents.

### Inspector

Susan Rogers

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff gather detailed records of children's progress. They plan activities but do not always include children's interests, which means that children's progress is not fully promoted. Although activities at first capture children's interest, they can be prolonged and, therefore, some children become bored and easily distracted. During these times, staff do not always manage children's behaviour in an appropriate way. This has a detrimental effect on children's behaviour and distracts the other children in the group. Staff ensure that children make choices about their play, which helps to develop their confidence. Children enjoy discussing their recent learning experiences and can identify colours, shapes and sizes. They use numbers for a purpose and most children are developing confidence in their communication skills. Children enjoy dressing-up activities and use paint and crayons to make marks and images of their own choice. Staff generally support children in preparation for their move on to the next steps in their learning.

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

Children choose from resources indoors that generally support their learning. Children learn to look after their own personal needs and wash their hands before snacks, helping to prepare them for their move to school. Staff provide water for children to drink throughout the day and make sure that it is available on outings. Children's safety is ensured during outings and when playing outdoors, and staff teach children how to identify risks. Children are generally provided with suitable food at snack time, which includes some fresh fruit and vegetables. Children's behaviour is usually good when they are engaged in activities that capture their interest. However, sometimes adult-led activities are too long and do not sustain children's interest. Explanations offered by staff regarding the impact of their behaviour on others are not always understood by children. Staff are warm, caring and attentive to children's needs. Staff organise settling-in sessions to meet each child's individual needs, which promotes their confidence.

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

Staff are well qualified and access a range of training opportunities. However, they do not always support children's learning well. Staff identify gaps in children's progress but do not put in place plans that are robust enough to close these gaps swiftly. Self-evaluation is in the early stages and does not extend to all aspects of the provision. Therefore, weaknesses in teaching and learning have not been identified and effectively tackled. The managers have some regard to monitoring children's learning and staff performance. However, this is not effective enough in ensuring that children receive consistently challenging learning experiences that promote their good progress. Partnerships with parents are friendly and they are invited to help settle their children and share aspects of their progress. There are also appropriate partnerships in place with other professionals and local schools.

## Setting details

<b>Unique reference number</b>	255175
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	866937
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 14
<b>Total number of places</b>	44
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Sandwell Adventure Play Association Committee
<b>Date of previous inspection</b>	5 March 2009
<b>Telephone number</b>	01384 567 162

Riddins Mound Childcare Centre is run by Sandwell Adventure Play Association (SAPA) and registered in 1993. It operates from the Training and Enterprise Centre, in Cradley Heath, West Midlands. It is open Monday to Friday, all year round. The pre-school runs from 9am until 12 noon throughout the year and the out-of-school sessions run from 2.30pm until 6pm during term time only. The playscheme runs from 8am until 6pm during the school holidays. The play centre runs from 3.15pm until 6.15pm during term time and from 12 noon until 3pm during the school holidays. There are five members of staff who work with the children. Of these, one has a level 6 qualification, three have qualifications at level 3 and one member of staff has a level 2 qualification.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

