

<b>Inspection date</b>	16 November 2015
Previous inspection date	4 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Self-evaluation and monitoring are weak. Staff do not follow the policy in place for the safe and appropriate use of mobile phones and cameras in the setting. Consequently, children are not fully protected.
- Staff do not always provide opportunities for children who speak English as an additional language to use their home language during their play.
- Staff do not always provide opportunities for children to gain a wider awareness of the customs, faiths or beliefs of others.
- Younger children do not routinely experience daily outdoor play. This restricts their opportunities for physical exercise and to be out in the fresh air and sunshine.

### It has the following strengths

- There are positive relationships with parents and other professionals. Staff work effectively with them to support children and families in need who may require additional help. There is a shared approach to these children's care.
- Children develop positive relationships with the staff. They are relaxed as they play, confident, happy and behave well.
- Observations of children are analysed to provide an understanding of what children can do. Children's stage of development is easily determined and regularly shared with parents or any other professionals involved. As a result, teaching is tailored and most children make suitable progress.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that the safeguarding policy is implemented at all times so that children are consistently safeguarded, with regard to the safe and proper use of mobile phones and cameras in the setting</li> </ul>	30/11/2015
<ul style="list-style-type: none"> <li>■ maintain babies' and toddlers' good health by planning daily outdoor activities for them</li> </ul>	30/12/2015
<ul style="list-style-type: none"> <li>■ provide opportunities for all children who speak English as an additional language to develop and use their home language in their play.</li> </ul>	30/11/2015

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

- increase children's awareness of, and respect for, differences in other people's religion and culture.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held a meeting with the manager of the setting. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the setting's own parent survey.

### Inspector

Linda Yates

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider has a weak understanding of the Early Years Foundation Stage requirements. The provider has failed to address an action raised at a previous inspection in 2013 regarding children's daily access to outdoor play. Safeguarding is ineffective. The mobile phone and camera policy is not always implemented. Consequently, the use of mobile phones or cameras is not fully controlled in order to safeguard children from the possible misuse of this equipment. The manager checks the activities she provides to make sure all areas of learning are included in the planning. However, she has not identified the weaknesses in the planning for younger children's outdoor play and for supporting younger children whose home language is not English. The manager has recently implemented a system to monitor staff's practice. The training needs of staff are identified and they use the skills gained from training to help most children make suitable progress. The setting has developed links with the local authority adviser and receives up-to-date information about the Early Years Foundation Stage.

### Quality of teaching, learning and assessment is inadequate

Staff who work with the younger children do not always put the knowledge and skills gained from qualifications to good effect. They do not provide opportunities for children whose home language is not English to use their home language in their play. This means their communication skills are not fully supported, nor their developing use of English. Furthermore, some staff do not make sure that all children's cultural and religious backgrounds are acknowledged and valued. Teaching is not good enough to make sure that all children gain all of the skills they need to be well prepared for starting school. However, children do enjoy the activities on offer. Babies explore the sand with their fingers and a range of tools. This helps to develop the physical skills of dexterity and coordination needed for writing. Toddlers are focused and listen intently as the key person shares a story with them to develop their communication skills. Staff in the pre-school room use effective teaching strategies to help children learn. They have had training in how to promote children's writing through movement and dance. Pre-school children benefit from regular planned playful and creative sessions, that help them to practise the movements required for writing. Children are encouraged to recognise their own name card and sound out the letter of the beginning of their name. These are some of the ways that children's literacy development is supported.

### Personal development, behaviour and welfare are inadequate

Staff do not provide daily outdoor activities for babies and toddlers. This limits their opportunities to experience fresh air and sunshine which is vital for good health. The setting provides nutritious meals and snacks to promote children's health.

### Outcomes for children are inadequate

Most children make reasonable progress towards the early learning goals. However, younger funded children who speak English as an additional language are not making the progress typically expected for their age or from their starting points.

## Setting details

<b>Unique reference number</b>	EY421874
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1029624
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	41
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Sita Kumar
<b>Date of previous inspection</b>	4 December 2014
<b>Telephone number</b>	07586 914 045

Kiddies World was registered in 2001 and is privately owned. The setting employs nine members of childcare staff. All of these hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 7am until 6pm.

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