

Inspection date

12 July 2016

Previous inspection date

18 February 2016

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

Summary of key findings for parents

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

- Some improvements have been made since the last inspection. However some weaknesses remain. The leader's monitoring of the quality of teaching and the progress that children make is not sufficiently embedded in practice. As a result, they do not yet have a completely accurate picture of some children's overall progress or how well different groups of children are being helped to develop and learn.
- Not all staff challenge children to reach their full potential. More able children are not always well supported in their learning. Some group activities do not focus well enough on individual children's needs. Some children, identified as in need of additional support, are easily distracted and lose interest in activities. Consequently, these children do not make the best possible progress.
- Leaders do not consistently monitor the quality of teaching so that all children can become active and successful learners.

It has the following strengths

- Children learn how to understand right from wrong and the consequences of their behaviour on their friends. As a result, children behave well, form good relationships and play well together.
- Relationships between staff and parents are good. Parents are happy with the level of information that is shared with them. Play packages give parents the opportunity to further support their child's learning at home.
- Children are learning to be respectful and to value each other's differences. This is because staff provide good play and resources that focus on the diverse communities that children will experience.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve learning outcomes and the progress of all children by providing staff with regular professional development opportunities; and ensuring that all staff provide consistently good quality teaching and learning activities 	09/09/2016
<ul style="list-style-type: none"> ■ provide challenging and interesting activities across all areas of development that meet the children’s learning and development needs 	09/09/2016

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

- improve the self-evaluation process to help identify the key strengths and weaknesses of the setting, and take effective action to overcome areas for improvement
- improve the tracking and monitoring of the progress of individuals and groups of children, and ensure that they make the progress they are capable of making.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector spoke to parents and children, and took account of their views.
- The inspector looked at a range of documentation, including records of progress, policies and procedures and evidence of suitability of staff working in the nursery.
- The inspector observed the quality of teaching and its impact on children's learning both indoors and outside.

Inspector

Yvonne Johnson, Early Years Regulatory Inspector

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. All staff are subject to rigorous vetting procedures and checks on their suitability. Staff have a suitable knowledge of procedures to follow should they have a concern about a child in their care. Staff induction includes a review of their understanding of their role and responsibilities through a series of questions to test their knowledge. The operational leader monitors children's attendance. Absences are followed up with parents to review the welfare of the child. Since the last inspection, the operational leader has introduced new systems for monitoring children's progress. For example, they check that staff complete accurate observations, assessments and plan for the children's next steps in their learning. However, this model of performance management has yet to be fully embedded into practice. Therefore, leaders are not yet able to confidently report on the progress that groups of children make at the setting. Leader's supervision meetings with staff meetings are not yet regular enough to secure rapid improvements to the quality of teaching. Leaders have made some improvements but do not have a thorough understanding of the setting's strengths and areas for improvement.

Quality of teaching, learning and assessment requires improvement

Staff know the children well as they regularly observe and assess what they know and can do. However, the curriculum is at times limited with fewer interesting activities to support children's good learning. Staff do not always use their knowledge to plan an exciting range of activities to stimulate and engage the children. Teaching is not consistently good. Staff talk to the children, but do not always allow children time to respond to their questions before moving on. Consequently, children do not always have time to consider and solve simple problems for themselves. The assessment of speech and language is accurate. Staff identify different levels of language progression for individual children, and they take swift action to address any gaps in their learning.

Personal development, behaviour and welfare require improvement

Effective risk assessments of the premises minimise hazards to children both indoors and outside. Children have regular opportunities to access physical play in the fresh air. Older children are learning how to regulate their own behaviour and understand how their actions affect others. Consequently, behaviour is good and children know about the rules. Younger children settle quickly and develop secure emotional bonds with staff. Children's dietary needs are met as meals take account of individual requirements. The range of activities is not yet sufficiently broad enough to engage and motivate all children to learn.

Outcomes for children require improvement

Children who are new to English are ably supported by bi-lingual staff. Older children are developing mathematical thinking and are learning to compare written numerals and use numbers and objects to count. Older children are developing skills to support their continued learning and preparation for school. However not all children catch up with their peers from their starting points.

Setting details

Unique reference number	EY421874
Local authority	Sandwell
Inspection number	1055900
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	42
Number of children on roll	41
Name of registered person	Sita Kumar
Registered person unique reference number	RP515277
Date of previous inspection	18 February 2016
Telephone number	01215443347

Kiddies World was registered in 2001 and is privately owned. The nursery employs 9 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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