

Inspection date	19 June 2017
Previous inspection date	14 January 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children			

Summary of key findings for parents

This provision is inadequate

- Children's welfare and safety are compromised. The provider, who is also the manager, has not ensured that all staff have the required checks to verify their suitability to work with children.
- The provider has not identified some inconsistencies in staff practice to enhance children's play experiences even further.
- At times, large group activities take precedence and can limit the time available for children to make decisions in their play.
- Self-evaluation is not used effectively to identify weaknesses in practice and to improve the provision.

It has the following strengths

- Staff provide children with opportunities to be active and they enjoy a variety of physical play outdoors. For example, children balance on exercise equipment and invent games with their friends, such as rolling hoops.
- Effective communication with the school means that staff can identify any areas where children may need more support to enable them to feel valued. They learn many skills that complement their learning at school.
- Staff help children develop their independence skills. For example, children help to prepare their snack, chop fruit and vegetables and help to wash up.

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:

Due Date

- ensure an enhanced Disclosure and Barring Service check is obtained for every person aged 16 years and over who works directly with children, including on a voluntary basis. 19/07/2017

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

- monitor the quality of staff interactions more precisely to identify how practice can extend children's play more fully
- review and improve arrangements for some group activities to maximise the time available for children to lead their own play
- make effective use of self-evaluation to ensure that breaches of requirements are quickly identified and acted upon to improve the quality of provision for children.

Inspection activities

- The inspector observed practice and the impact it has on children's experiences.
- The inspector held discussions with staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy, procedures and staff suitability records.
- The inspector carried out a joint observation with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The provider has not followed safe recruitment procedures. She has not obtained suitability checks for staff working or volunteering at the setting. However, in practice, staff are not left alone with children. Staff have attended safeguarding training and have an appropriate understanding of how to deal with any child protection concerns. Partnerships with parents support continuity for children's care and staff share information about children's well-being. Although the provider reflects on some practice with staff, she has not reviewed this precisely enough to identify where they can further improve children's play experiences. Systems for self-evaluation are also not robust enough to ensure that areas for improvement are identified.

Quality of teaching, learning and assessment is good

Staff regularly observe children and get to know their interests and achievements well. Staff provide a good range of fun activities that engage children successfully. For example, children are challenged to carve pumpkins and make their own pizza. Staff encourage children to use their literacy skills. For example, they provide a cosy, quiet area for children to read and relax in and make opportunities available for them to write. Staff plan a range of interesting opportunities for children to use their imaginations and make links with their own experiences. Children enjoy dressing up in role-play costumes and taking on roles, such as medical staff and patients. Staff help children build on their mathematical learning in school. For instance, they use language, such as, half way, full and empty as children use containers to water the plants.

Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding mean that the children's safety and welfare cannot be assured. The key-person system helps children form close bonds with staff who are friendly and attentive to their needs. Children develop their social skills and enjoy playing with others. For instance, they show a sense of team work as they play games together and support each other. Staff support children's behaviour effectively. Children are considerate of others and respond well to the boundaries set. Children develop a positive sense of community, such as caring for the plants in the school grounds and experiencing a range of celebrations. Staff provide them with a variety of nutritious meals and snacks and encourage conversations about the benefits of healthy food on their bodies. For instance, children share their knowledge of vitamins in food.

Outcomes for children

Setting details

Unique reference number	EY467641
Local authority	Walsall
Inspection number	1088200
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	30
Number of children on roll	7
Name of registered person	Debra Jane Whitehead
Registered person unique reference number	RP904883
Date of previous inspection	14 January 2014
Telephone number	

Watlers registered in 2013. It operates within the grounds of Watling Street Primary School in Brownhills, West Midlands. The setting opens Monday to Friday from 8am to 8.50am and 3.15pm to 5.10pm, during term time. The setting employs two members of staff, both of whom hold appropriate early years qualifications at level 3.

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.

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