

Inspection of Kiddies Playhouse Tipton

76 Union Street, Tipton DY4 8QJ

Inspection date: 7 February 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's emotional well-being is not well supported. Some children are unsettled and cry when they arrive at the nursery. However, limited staff interaction means they do not settle quickly enough. All children gather in the pre-school room on arrival and are served a nutritious breakfast of cereal and toast. However, when they have finished and leave the table, there are limited resources for them to use that hold their attention. This results in boisterous and disruptive behaviour.

Generally, toddlers show boredom and lack focus as they wander aimlessly around their room and move from toy to toy throughout the day. They are not provided with enough opportunities to engage in meaningful learning experiences. Children are not well supported to develop a motivation to learn, including those who receive funded care. Children's transition between the toddler and pre-school rooms is not organised effectively. Information is not shared about children's learning needs in a timely manner and so staff spend time unnecessarily reassessing children. This does not support continuity in children's care and learning experiences.

Children's health and physical well-being is not effectively supported. Staff do not ensure hygiene is maintained to help prevent the spread of infection. For example, they do not always clean tables before snack. Plates are not provided, so food is placed directly on the unclean table. That said, children have daily opportunities for fresh air and exercise. They learn to pedal tricycles and other wheeled toys. Children learn to do things for themselves. For instance, they have a go at tasks, such as taking off their shoes after playing outdoors.

What does the early years setting do well and what does it need to do better?

- Leaders and managers describe what they want children to learn during their time at the nursery. However, they have not ensured the curriculum is implemented effectively to support children's progress in the seven areas of learning. They do not monitor children's learning closely and are unaware of when referrals to outside agencies are made for children. They do not have high expectations for children's learning.
- Children's well-being is not assured. Hygiene practises relating to management of snack time are not robust. Staff do not always provide comfort and emotional support to those children who are new to the setting. There are no hugs and reassurance for some children, when they find the adjustment from home to nursery overwhelming.
- Arrangements to supervise, monitor and support staff are ineffective. The manager fails to address the poor teaching quality or support staff to improve their skills. As a result, overall, children do not learn enough to reach their full

potential.

- The quality of teaching, particularly in the toddler room, is inadequate. Staff set out some toys for the children. However, children's interest is not sustained and the quality of staff interaction and engagement with them is poor. This does not help children to make good or better progress towards their learning needs, particularly in their communication and language skills.
- Toddlers are not given opportunities to explore resources and create their own ideas. For example, staff provide one paint brush and a small pot of red paint. Staff affix a number of wooden sticks to tape. Toddlers are tasked to paint their hand and use this to make a print on the sticks. They are then taken to wash their hands and the resources are used with the next child. Toddlers express their desire to continue the activity, but are told it is not their turn. Other toddlers show interest in painting but they are unable to join in, as there are no resources available for them to use. Toddlers pick up a pack of coloured pens that have been placed on the table. These are taken from them. There is no evident learning objective to the activity.
- In the pre-school room, older children enjoy creative activities that link to different topics and discussions with them during these promote their communication and language development. They enjoy singing the names of the week and months during group time. However, as interesting activities are tidied away and the room leader begins routine tasks before lunch time, the teaching quality of other staff does not hold older children's attention and they become restless. This results in poor behaviour, such as running around the room, as older children have very little to do and find ways to amuse themselves.
- Staff do not consistently use what they know about children's development to plan activities that link to their next steps in learning. Furthermore, some staff are unaware of children's next steps and, therefore, are unable to support children's learning effectively. This does not enable children to make the progress they are capable of or prepare them for their next stage of learning, including school.
- The manager does not ensure that all records are completed that support the safe and effective management of the nursery. For example, staff vetting checks are not consistently carried out or clearly recorded to evidence their suitability. Records relating to children's attendance are not complete. Managers have created records to note day-to-day staffing arrangements but they do not continually use these. Therefore, they are unable to demonstrate that adult-to-child ratios are maintained as required at all times.
- Managers and staff do not always communicate with parents effectively. For example, they are unable to hold valuable conversations with parents about children's learning, including their child's next steps and progress. This does not provide consistency for children.
- Self-evaluation is inadequate and does not focus on continual improvement. The manager has failed to identify the weaknesses in the nursery.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not ensure staff are suitable to work with children. She carries out some suitability checks but is unable to demonstrate that all staff hold a relevant Disclosure and Barring Service check. As a result, children are not fully safeguarded and their welfare is compromised. This potentially places children at serious risk. Managers and staff have a suitable knowledge of child protection procedures and can recognise the possible signs of abuse and neglect. The environment is secure and staff carry out risk assessments of the premises, such as daily checks of stair gates. However, staff do not always prioritise health and hygiene, this specifically relates to how snack time is organised. Furthermore, settling-in procedures do not support children's emotional well-being effectively. This means not all children are able to feel safe attending this nursery.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure children's emotional well-being is fully supported, particularly when children are first settling in to the setting	15/03/2022
implement robust recruitment procedures to ensure that any person caring for, or in regular contact with children is suitable, which must include obtaining a Disclosure and Barring Service check	15/03/2022
ensure good hygiene standards are maintained in the nursery at all times	15/03/2022
ensure that all records are completed for the safe and effective management of the nursery, in order to demonstrate that adult-to-child ratios are maintained at all times	15/03/2022
improve information sharing with parents about their children's learning and development so that they can further support their child's learning at home	15/03/2022

implement effective procedures for sharing of information between staff, particularly with regard to supporting effective transitions for children between the rooms within the nursery	15/03/2022
provide staff with training, support and coaching to raise the quality of their interactions with children and improve their teaching skills.	15/03/2022

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

	Due date
ensure that the curriculum is implemented effectively to build on what children know and can do and meet their needs, so all children benefit from experiences that help them to make good progress	15/03/2022
ensure staff consistently provide activities that are interesting, challenging and stimulating so that children engage in purposeful play and are able to become motivated learners.	15/03/2022

Setting details

Unique reference number	EY540536
Local authority	Sandwell
Inspection number	10220310
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	45
Name of registered person	N & K Varma Limited
Registered person unique reference number	RP540535
Telephone number	01215200005
Date of previous inspection	8 January 2019

Information about this early years setting

Kiddies Playhouse Tipton registered in 2016. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 to level 6. 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.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk to understand how the setting operates and how the curriculum is organised. The manager and the inspector carried out a joint evaluation of an activity together.
- The manager and the inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and checked evidence of the suitability of those working with children.
- The inspector took account of parents views from those spoken to on the day of the inspection. She also spoke to children about their experiences in the nursery.

We carried out this inspection 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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